

I. **ED 470: Content Area Literacy**

II. **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. **Capstone Unit Plan.** Develop, organize, implement, and assess a capstone unit. 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. **Capstone 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. (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. 2<sup>nd</sup> Edition. Boston: Houghton Mifflin Company, 2005.

Atwell, Nancie. In the Middle. Portsmouth, N.H.: Heinemann Educational Books, 1998.

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Daniels, Harvey, and Steven Zemelman. Subjects Matter: Every Teacher's Guide to Content Area Reading. 1<sup>st</sup>. Portsmouth, NH: Heinemann, 2004.

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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Fisher, Douglas, Nancy Frey. Improving Adolescent Literacy Content Area Strategies at Work. 3rd Edition. Columbus, OH: Pearson Merrill Prentice Hall, 2012.

Herrera, S., Shabina Kavimandan, and Melissa Holmes. Crossing the Vocabulary Bridge: Differentiated Strategies for Diverse Secondary Classrooms. New York: Teacher College Press, 2011.

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Israel, Susan. Using Metacognitive Assessments to Create Individualized Reading Instruction. Newark, DE: International Reading Association, 2007.

Kane, Sharon. Literacy & Learning in the Content Areas. Scottsdale: Holcomb, 2011.

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



- Kajder, Sara. Adolescents and Digital Literacies. Urbana: NCTE, 2010.
- Lapp, Diane, James Flood, and Nancy Farnan, eds. Content Area Reading and Learning. 3<sup>rd</sup> Edition. New York: Lawrence Erlbaum Associates, 2008.
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- Lewis, Jill, Gary Moorman, eds. Adolescent Literacy Instruction. Newark, DE: International Reading Association, 2007.
- Marzano, Robert J. Formative Assessment & Standards-Based Grading. Bloomington: Marzano Research Laboratory, 2010.
- Pitler, Howard, and Elizabeth Hubbell, Matt Kuhn, and Kim Malenoski. Using Technology with Classroom Instruction that Works. Alexandria: ASCD, 2007.
- Readence, John E., Thomas W. Bean, and R. Scott Baldwin. Content Area Reading: An Integrated Approach, Ninth Edition. Dubuque, IA: Kendall/Hunt Publishing, 2009.
- Roe, Betty D., Barbara D. Stoodt-Hill, Paul C. Burns. The Content Areas. 9<sup>th</sup> Edition. Boston: Houghton Mifflin Company, 2007.
- Unrau, Norman. Content Area Reading and Writing: Fostering Literacies in Middle and High School Cultures. 2<sup>nd</sup> Edition. Columbus, OH: Pearson Merrill Prentice Hall, 2008.
- Vacca, Richard T. and JoAnne L. Vacca. Content Area Reading. 9<sup>th</sup> Edition. Allyn and Bacon Publishers, 2007.
- Walker, Barbara J. Diagnostic Teaching of Reading. 6<sup>th</sup> 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. 1<sup>st</sup> Edition. Newark, DE: International Reading Association, 2006.

### **Course Workload**

In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, credit hours are amassed in a course through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, assigned videos, and other activities. No matter the length of the course meeting time in weeks or the amount of face-to-face instruction in the course, students can expect to devote at least 126 hours for each 3-credit course.

### **Course Participation**

Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

### **Academic Integrity**

At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

### **ADA**

Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the ADA and Academic Guidance Coordinator, Angel Hoppe, please call 402.643.7377 or 800.535.5494 ext. 7377 or email [Angel.Hoppe@cune.edu](mailto:Angel.Hoppe@cune.edu).

### **Emergency Information**

In inclement weather, check your e-mail, Blackboard, and the Concordia website ([www.cune.edu](http://www.cune.edu)) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in “Banner Self-Service” on the connectCUNE portal (<http://connect.cune.edu>).

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