
Content Area Literacy Development K-8 & Content Area Literacy Development K-3
ED-LTCY 440, Section 1, and ED-LTCY 441, Section 1
Fall Semester, 2009

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Conceptual Framework: The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Overview:

Purposes: This course is primarily designed to provide the opportunities for teacher candidates to develop the knowledge, skills, and dispositions needed to promote the literacy development of K-8 students. Guiding students' development in the area of literacy will be one of the most essential aspects of your teaching. This course focuses on content literacy: development of children's knowledge of and strategies/tools for comprehension, vocabulary, and writing in subject areas. Learning opportunities will also provide an introduction to writing of narrative and expository texts in content areas. Secondly, this course prepares teacher candidates for Standard 2 of the Idaho Comprehensive Literacy Assessment.

Commitment to Diversity: In accordance with Idaho State Standards for teachers, learning activity in this course will provide opportunity for students to develop understandings of cultural diversity and other special needs for students. In particular, emphasis is placed on comprehension and vocabulary strategies that promote learning for ELL students. Course activity will help you build understanding of the connection between background knowledge, vocabulary, and comprehension critical for teaching ELL students.

Instructional methods: Due to the complexity of course purposes and learning to teach, you will be involved in a variety of instructional methods including, but not limited to: discussion, small group work, interactive lecturette, writing, reading, modeling by instructor, informal presentation, and viewing/discussing videos. Teaching/ learning activity in this course will include a Blackboard website as a class resource to support and enrich your learning opportunities. As classroom teachers are expected to prepare children for an ever-increasing role of technology in our society, you will be expected to use such communicative tools in this class. You are also encouraged to consider websites when thinking about readability and references for lessons plans.

Standards and Assessment

You will be expected to demonstrate competence in the Idaho State Standards listed below.

CORE Literacy Standards/Indicators Addressed	Assessment Methods Used
Standard 1: Knowledge of Subject Matter – K4 – The teacher knows a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information. K5 – The teacher understands strategies for developing and extending vocabulary in narrative, expository and technical information, encompassing, but not limited to wide reading, direct vocabulary instruction, and systematic word analysis. K6 – The teacher understands the relationships between reading, writing, speaking, listening, and viewing.	K4 – Class and small group strategy activities, exam, integrated lesson sequence K5 – Class vocab. activities, exam, integrated lesson sequence K6 – ISAT, DWA activity and discussion, exam
CORE Literacy Standards/Indicators Addressed	Assessment Methods Used
Standard 1: Knowledge of Subject Matter P3 – The teacher articulates and demonstrates a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information.	P3 –Integrated lesson sequence, exam
Standard 2: Knowledge of Human Development and Learning K1 – The teacher knows historical and current research as it relates to reading.	K1 – Written responses and discussion on blackboard site, participations
Standard 3: Modifying Instruction for Individual Needs K2 – The teacher understands methods for accelerating and scaffolding the students’ development of reading strategies.	K2 - Written response and discussion, exam, readability assignment
Standard 4: Multiple Instructional Strategies P1 – The teacher incorporates literacy instruction into all academic content areas in ways that engage each student.	P1 – Written response and discussion, integrated lessons sequence

Required Texts:

Vacca, R.T., & Vacca, J.L. (2008). *Content area reading: Literacy and learning across the curriculum (9th ed.)*. Boston: Allyn & Bacon.

Additionally, you will need to select a basal/textbook manual (science, social studies/history, math, health—grades 3rd- 8th) and find a coordinating narrative text for use the entire semester. These texts can be found in the CRC of the Albertsons Library.

Optional Texts:

Strategies That Work, Harvey & Goudis
I Read it, But I don't Get it, Tovani
Reading with Meaning, Miller

Course expectations:

In this course you will be taking a major step in your development as a novice teacher. The expectations for this course are thus focused on your role as a professional as well as a student. The expectations include:

- participate productively in class discussions, small group work and other class activity
- demonstrate responsibility and reliability through active self-monitoring, problem solving abilities, attendance in both class and at your field site, completing assignments on time, use of active study and organizational skills
- respect the views and efforts of others
- assume an inquiring attitude toward what you disagree with or do not understand
- maintain a flexible and positive attitude
- act as you expect your own students to act in class

You can expect that I will meet these expectations myself. I will also demonstrate effective teaching and concern for your learning. If you have any questions or concerns about this course or your own learning do not hesitate to talk with me. I will be happy to meet with you during office hours or at another time convenient for us both. Expectations specific to various aspects of this course are explained below.

In-class activity: I expect that you will show up to class on time and fully prepared to participate thoughtfully in the various kinds of activities and discussions that will constitute the ways of learning in this course. It is essential that you have done the reading assigned/completed assignments for each day in order to fully participate in and appreciate class discussions and activities. In-class assignments will often involve collaboration with peers. If you must be absent, **let me know ahead of time via email.** Please make arrangements in advance and obtain assignments, class notes, etc. from another student. **Personal communication devices are to be shut off and out-of-sight during class time unless you have made prior arrangements with me. Failure to adhere to these expectations may result in a reduction in your grade.**

Assessment and Evaluation

The following projects and assignments are designed to provide both learning opportunities for you and products from which I can assess if you meet the course standards.

Total 100 points

Possible points

Participation	15
Strategy Instruction	10
Textbook Readability	10
Integrated Lesson Sequence	20
3 quizzes @ 15 points each	45

Attendance Policy: Much of the information critical to this course is developed through participation in class activities. Attendance is vital. No penalty for one absence. Each absence afterward counts 3% off grade (percentage points off final tally).

Assignment exemptions for 441 Students: *Students taking 441 will be exempt from the textbook readability evaluation. Since you are taking the class for 2 credits instead of 3, I have reduced your workload by 20 points. Your grade will be figured by taking your total points divided by 80. Another option is to take the class for 3 credits and do all of the assignments. Talk to me if you would like to do this.*

GRADED ASSIGNMENTS

Please note: ***If an assignment or the expectations are not clear to you, it is your responsibility to ask for further details BEFORE the assignment is due!***

PARTICIPATION:

Since there are expectations that you acquire both theoretical knowledge and practical experience, this course requires your active participation, collaboration, attention and reflection. What this means is that you take some responsibility for ensuring that you are learning and that you help to create an environment that enables others to learn. Your dedication and learning in this class should be no less than what you will expect from your students as you enter your own classroom. You will be assessed on your contribution to and preparedness for class activity. Your participation grade includes written participations that follow the reading assignments and ask questions and propose activities ensuring that reading assignments are being completed. These will be collected on the due dates listed on the course schedule. In addition, any assignments not listed on the course syllabus (such as written responses to weekly readings, postings on Blackboard) are considered part of your participation grade. These will not be formally evaluated. **You will be involved in self-assessment for 4 points of the participation grade. You will set a goal at the beginning of the semester and award yourself up to four points for how you did on achieving your goal.**

QUIZZES: There will be a total of three quizzes this semester. Quiz dates are on the schedule. Each of these will be used to determine your level of understanding for the concepts being addressed in class. These assessments will be helpful when preparing to take ICLA Standard II.

Further details for the following projects will be available on our BlackBoard site. All due dates are listed in the Course Schedule.

STRATEGY INSTRUCTION: At least two times during the semester, you will work with your small group to develop a strategy lesson. To do this you will use the content area textbook as well as the coordinating narrative text to demonstrate a strategy that is discussed in your readings or that is identified on the course schedule. You will be assessed by the professor using a rubric created together in class.

TEXTBOOK READABILITY EVALUATION : In this assignment, you will use textbook you have selected for use this semester and evaluate it for both quantitative and qualitative readability. You will then give an overall analysis about the text and how you could accommodate your teaching to use it.

INTEGRATED LESSON SEQUENCE: Your lesson sequence will be integrated with the overall connecting point being language arts (reading, writing, speaking, listening, viewing). Integrate reading and writing with the content area that you selected to work with this semester (i.e., you will use the textbook manual in *SCIENCE, SOCIAL STUDIES/HISTORY, MATH, HEALTH—GRADES 3RD- 8TH* as the starting point for this assignment). Your lesson sequence will be based on a theme or concept and will cover 3 *connected* lesson ideas – a sequence. *This is not a whole unit.*

Projects will be evaluated on quality, scholarship, professional presentation (i.e., Standard English mechanics, spelling, language, effort), clarity of thought, and fulfillment of objectives). If you are anxious about an assignment or project, please see me during my office hours or make an appointment.

Grading scale for course:

100-99	98-94	93-90	89-87	86-83	82-80	79-77	76-73	72-70	69-60
A+	A	A-	B+	B	B-	C+	C	C-	D