

John Carroll University
Department of Education and Allied Studies
Course Syllabus

Course: Reading and Writing Across the Curriculum

Course #: ED 452, Section 51

Rationale: Literacy, in various forms, is a core component of learning at all age/grade levels and in all disciplines, as well as an important part of life beyond school. A teacher's understanding of literacy development and ability to foster its development is crucial. Research has well documented the processes involved in literacy acquisition and development toward proficiency in reading and writing. In the early years, children engage in oral language and print related experiences, which help them begin to understand the relationship between spoken and written language (Teale, 1986; Clay, 1972; Ferrerio, 1986; Roskos & Vukelich, 1991). As they become readers, they develop and use meaning-making strategies that lead toward reading and writing proficiency (McKenna & Robinson, 1993). What readers bring to text experiences (e.g., prior knowledge, experiences, culture and language) strongly influences what they learn from text (Rosenblatt, 1995), and the pace and ease with which they learn (National Research Council, 1998). How to strategically bridge the known with the new is at the heart of learning to read and reading to learn.

Learned Society Standards Addressed:

NCATE Standards: Standard 1 – Candidate Knowledge, Skills and Dispositions

Knowledge and Beliefs about Reading

1.0 Theoretical Base (1.1, 1.3, 1.5)

2.0 Knowledge Base (2.4, 2.5, 2.7, 2.8, 2.9, 2.14)

IRA Competencies of Candidates

3.0 Individual Differences (3.1)

Instruction and Assessment

5.0 Creating a Literate Environment (5.1, 5.2, 5.6)

7.0 Comprehension (7.1, 7.2, 7.3, 7.4, 7.5, 7.6)

8.0 Study Strategies (8.2, 8.4)

9.0 Writing (9.1, 9.2)

NAEYC (for ECE licensure):

2.0 Curriculum Development and Implementation (2.1, 2.3)

5.0 Professionalism (5.1, 5.2)

NCTE (for MCE and AYA language arts licensure):

2.0 Attitudes for English Language Arts (2.4, 2.5, 2.6)

3.0 Knowledge of English Language Arts (3.1.2, 3.3.1, 3.3.2, 3.3.3)

4.0 Pedagogy for English Language Arts (4.1, 4.10, 4.11)

JCU Conceptual Framework:

Strand 3 – Curriculum, Learning and Instruction

The beginning teacher:

- Understands and uses a variety of instructional strategies; develops coherent instruction.
- Creates a learning environment that encourages social interaction, active engagement and self-motivation.
- Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.

- Understands and uses formal and informal assessment strategies.

Desired Results (Objectives) Referenced to Standards Addressed:

The teacher candidate:

- Understands the central concepts, tools of inquiry, and structure of literacy and can create learning experiences that make literacy meaningful for students (INTASC Principle #1) (IRA 1.1, 1.3, 1.5, 2.4, 2.7, 2.8)
- Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (INTASC Principle #3) (IRA 3.1)
- Understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (INTASC Principle #4) (IRA 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.2, 8.4, 9.1, 9.2; NCTE 2.4, 3.3.1, 3.3.2, 3.3.3, 4.10)
- Uses knowledge of effective verbal, nonverbal, and media communication technique to foster active inquiry, collaboration, and supportive interaction in the classroom. (INTASC Principle #6) (IRA 5.1, 5.6; NCTE 3.1.2)
- Plans instruction based upon knowledge of subject matter, students, the community, and curricular goals. (INTASC Principle #7) (IRA 2.14, 2.9; NAEYC 2.1, 2.1.3; NCTE 2.6, 4.1, 4.11)
- Is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. (INTASC Principle #9) (NAEYC 5.1, 5.2; NCTE 2.5)

A. Knowledge

- Perceive reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. (IRA 1.5)
- Understand the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing processes. (IRA 2.4)
- Understand emergent literacy and the experiences that support it. (IRA 2.7)
- Understand the role of metacognition in reading and writing, and listening and speaking. (IRA 2.8)
- Recognize how differences among learners influence their literacy development. (IRA 3.1)
- Teach students to connect prior knowledge with new information. (IRA 7.3)
- Teach students to vary reading rate according to the purpose(s) and difficulty of the material. (IRA 8.2)
- Teach students strategies to organize and remember information. (IRA 8.4)
- Teach students planning strategies most appropriate for particular kinds of writing. (IRA 9.1)
- Demonstrate how reading, writing, speaking, listening, viewing and thinking are interrelated. (NCTE 3.1.2)
- Understand how contextual factors in the school can influence students, learning and reading. (IRA 2.9)

- Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curricular goals and content. (NAEYC 2.1)
- Demonstrates an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood program. (NAEYC 5.2)
- Take informed stands on issues of professional concerns. (NCTE 2.5)

B. Skills

- Provide direct instruction and model when and how to use multiple comprehension strategies, including retelling. (IRA 7.1)
- Model questioning strategies. (IRA 7.2)
- Demonstrate how to respond to and interpret what is read in different ways. (NCTE 3.3.1)
- Demonstrate how to discover and create meaning from texts. (NCTE 3.3.2)
- Use a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. (NCTE 3.3.3)
- Understand that goals, instruction and assessment should be aligned. (IRA 2.14)
- Demonstrate current knowledge of and ability to develop and implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry in curriculum content areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama and movement. (NAEYC 2.1.3)
- Examine, evaluate and select resources such as textbooks, other print materials, videos, film, recordings, and software, which support the teaching of English language arts. (NCTE 4.1)

C. Dispositions

- Recognize that reading should be taught as a process. (IRA 1.1)
- Recognize the importance of literacy for personal and social growth. (IRA 1.3)
- Ensure that students can use various aspects of text to gain comprehension, including conventions of written English text structure and genres, figurative language, and intertextual links. (IRA 7.5)
- Ensure that students gain understanding of the meaning and importance of the conventions of standard written English (e.g., punctuation or usage). (IRA 7.6)
- Help students develop lifelong habits of critical thinking and judgement. (NCTE 2.4)
- Engage students in making meaning of texts through personal response. (NCTE 4.10)
- Create a literate environment that fosters interest and growth in all aspects of literacy. (IRA 5.1)
- Promote the integration of language arts in all content areas. (IRA 5.6)
- Recognize the impact that culture, societal events and issues have on teachers, students, the English language arts curriculum and education in general. (NCTE 2.6)
- Provide students with appropriate reading strategies that permit access to and understanding of a wide range of print and non-print materials. (NCTE 4.11)

- Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (young children, parents and other professionals) as a basis for development. (NAEYC 5.1)

Course Outline:

Week One:

Date	Topic	Assignment
6/19	Course introduction – Welcome! Content Literacy Survey Content Literacy Implications	Preface and Chapter 1 – M & R
6/20	Group K-W-L Reading and Writing Processes Role of Prior Knowledge	Chapter 2 – M & R
6/21	Assessment Materials Individualization	Chapter 3 – M & R Dialogue Journals due on 6/22
6/22	Using Tradebooks in the Content Areas QUIZ #1	Chapter 13 – M & R

Week Two:

Date	Topic	Assignment
6/26	Student Attitudes and Motivation Lesson Designing Diversity	Chapter 4 – M & R Literacy Survey – due by 7/10
6/27	Prereading Strategies Activating Prior Knowledge Explore Professional Journals	Chapter 5 – M & R
6/28	Prereading Strategies, cont'd Introducing Vocabulary	Chapter 6 – M & R Dialogue Journals due on 6/29
6/29	Setting Purposes for Reading QUIZ #2	Chapter 7 – M & R

Week Three:

Date	Topic	Assignment
7/3	Guided Reading Strategies	Chapter 8 – M & R Work on Literacy Survey
7/4	NO CLASS	
7/5	Guided Reading Strategies, cont'd	Chapter 9 – M & R Dialogue Journals due on 7/6
7/6	Lesson Plan Formats Using Content Standards QUIZ # 3	Article Literacy Survey due on 7/10

Week Four:

Date	Topic	Assignment
7/10	Lesson Plan Formats Effective Questioning Bloom's Taxonomy	Chapter 10 – M & R Work on Strategy File and Lesson Plans
7/11	Postreading Strategies Written Response	Chapter 11 – M & R
7/12	Postreading Strategies, cont'd Reinforce and Extend	Chapter 12 – M & R Dialogue Journals due on 7/13
7/13	QUIZ #4	Strategy File - due on 7/17 Lesson Plans – due on 7/19 or 7/20

Week Five:

Date	Topic	Assignment
7/17	Summary of Resources	Work on Lesson Plans
7/18	Article Discussion Groups	
7/19	Lesson Plan Demonstrations Course Evaluations	Dialogue Journals due on 7/20
7/20	Lesson Plan Demonstrations	

Performance-Based Assessments:

1. Literacy Survey – Include a synthesis of: an interview with a Literacy Specialist, an evaluation of textbook materials, and a review of tradebooks appropriate for content integration. Specific handouts related to this assignment will be distributed.
2. Strategy File – Find six reading-to-learn strategies from websites in your area(s) of concentration. Include both the source and a reader-friendly description.
3. Text Quizzes – To assist with content comprehension. Each quiz will be announced ahead of time if it varies from our schedule.
4. Lesson Plan Design – To become familiar with instructional thinking, planning, and reflection as well as to better understand the application of content literacy strategies. You will receive a lesson plan format for this assignment.

Evaluation:

Literacy Survey	100 points
Strategy File	60 points
Quizzes (4 @ 20 pts.)	80 points
Lesson Plan	100 points
Attendance/Participation	10 points

Grading Scale:

93-100%=A; 86-92%=B; 79-85=C; etc.

Course Guidelines:

- Attendance is critical to participation. After one absence, regardless of the reason (unless exceptional and documented in writing), 5 points will be deducted.
- Participation requirements include: being on time for all classes and assignments, active listening and contributing in class, and reading prior to class meetings.

- Demeanor is important. Mutual respect is expected... no cell phones please!
- Cheating and plagiarism are not tolerated.
- Assignments are due at the beginning of class on the due date given. Late assignments will have 5 points deducted regardless of the reason.

Journals and Websites Consulted:

The Reading Teacher
 Reading Research Quarterly
 Language Arts
 Journal of Adolescent and Adult Literacy
www.reading.org
www.ohiorc.org
www.ncte.org
www.readwritethink.org

Representative Works Consulted:

- Bear, D. (1991). Learning to fasten the seat of my union suit without looking around: The synchrony of literacy development. *Theory into Practice*, 30(3), 149-157.
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- Eanes, R. (1997). *Content area literacy: Teaching for today and tomorrow*. Albany, NY: Delmar.
- Erickson, L.G. (2003). *Applied literacy in the middle grades*. Boston: Allyn & Bacon.
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- Harris, T.L. & Hodges, R.E. (Eds.) (1995). *The literacy dictionary*. Newark, DE: International Reading Association.
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- Moore, D.W., Moore, S.A., Cunningham, P.M. & Cunningham, J.W. (1998). *Developing readers and writers in the content areas K-12*. (3rd Ed.). New York: Addison Wesley Longman.
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- Roskos, K. & Vukelich, C. (1991). Promoting literacy in play. *Day Care and Early Education*, 30-34.
- Ryder, R.J. & Graves, M.F. (1998). *Reading and learning in content areas*. (2nd Ed.).

Upper Saddle, NJ: Merrill.
Templeton, S. (1992). Our language heritage. In S. Templeton, *Teaching the Integrated Language Arts* (pp. 54-72). Boston: Houghton Mifflin.