

**LOYOLA UNIVERSITY OF CHICAGO**  
**SCHOOL OF EDUCATION**  
**CIEP: 362, Literacy Instruction in the Content Areas: Fall Semester 2011**

**Time and Location:** 362 01 Monday: 8:15 am -11:15 am  
**Instructor:** Dr. Roberta Sejnost  
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Cell: 630-546-1987  
**Office Hours:** After class by appointment

**Course Description:** This course presents advanced techniques in content area literacy for classroom teachers who are not reading specialists. During the course, students will develop an understanding of the complex nature and process of reading, writing, listening and speaking to learn (not learning to read) across the curriculum.

More specifically, the major emphasis of the class will be the study of strategies to be used by teacher candidates to (a) prepare their students to comprehend content assignments, (b) scaffold their comprehension while reading, and (c) foster reflection on their learning. This course has at its core in-class simulations of content area learning strategies that allow students to learn by active participation followed by applications of these strategies by class participants so teacher candidates gain a more complete understanding of why each strategy is desirable

**Required Texts:**

Sejnost, and Thiese (2007) *Reading to Learn in the Content Areas*, Corwin Press

Sejnost, and Thiese (2010) *Building Content Literacy: Strategies for the Adolescent Learner*, Corwin Press

Harvey and Daniels (2009) *Comprehension and Collaboration: Inquiry Circles in Action*, Heinemann

**Course Objectives and Competencies are Based On:**

- (1) NCATE Teacher Preparation Standards: (a) Development, Learning and Motivation; (b) Curriculum (c) Instruction; (d) Assessment; (e) Professionalism
- (2) Illinois Professional Teaching Standards: Content Area Standards: (a) Standard 1A-C; (b) Standard 2 A, B,G; (c) Standard 3A-G

**Course Objectives:**

**The student will develop understanding of:**

- (1) research and experience-based principles of effective practice for encouraging the intellectual, development of students.
- (2) different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural backgrounds and with exceptionalities.
- (3) a variety of instructional strategies for developing critical thinking, problem solving, performance skills.
- (4) individual and group motivation for encouraging active engagement in learning, and self-motivation.
- (5) effective instructional planning and management based on knowledge of content area and curriculum goals.
- (6) formal and informal assessment strategies for evaluating, ensuring learners' continuous intellectual growth.
- (7) the opportunity for candidates to reflect on their teaching and its effects on student growth and learning.

**The student will integrate general content, and professional and pedagogical knowledge:**

- (1) candidates will learn to integrate their content, professional, and pedagogical knowledge and skills to create learning experiences that make the central concepts, tools of inquiry, and structures of the content area meaningful for all students.
- (2) the learning experiences created by teacher candidates will build on students' prior experiences, exceptionalities, and cultural backgrounds based on membership in ethnic, racial, gender, language, socioeconomic, community, and family groups, to help all students achieve high levels of learning

**Course Competencies:**

**The student will:**

- (1) Define, develop, and refine personal beliefs regarding content literacy instruction
- (2) Organize students and classrooms for content literacy instruction.
- (3) Prepare instructional strategies that are embedded in instructional units/lessons that help all students use reading, writing, speaking, and listening to deal with important personal experiences and content areas.

- (4) Identify and use a variety of methods by which pupils' appreciation and interest in learning is enhanced through both the writing process and the reading process.
- (5) Organize his/her teaching by using the Entice, Enlighten, Engage, and Extend Lesson Framework by (a) determining and building the experiential background of students; (b) helping students set purposes for reading and writing.; (c) guiding students to think critically while reading; (d) challenging students to reflect upon what they have read.
- (6) Understand and utilize readability formulas in order to make meaningful selections of text.
- (7) Analyze text structure in order to select text and prepare appropriate and effective instructional material
- (8) Teach students appropriate study skills
- (9) Summarize, interpret, and apply current significant professional articles, publications and websites focused on teaching and learning literacy.

### **Course Requirements:**

**Attendance:** Candidates are expected to be prompt, attend all class and clinical sessions, participate in discussions and activities, and to be contributing members of the peer group. If you need to be absent or leave class early, it is your responsibility to inform me in person, by telephone or by email. Attendance will be taken at the beginning of class, and candidates not present at the beginning of class may be marked absent. **Attendance in class and at clinicals and class participation are considered in determining final grades.**

**Attendance at Clinicals:** This course includes a required clinical component of five weeks. Teacher candidates will be in attendance in Chicago public or private high schools Monday through Thursday, beginning in early March and ending in mid April. Students are expected to be present in their assigned school in the morning, before the start of the first period, until approximately twelve noon or for at least 4-5 class periods depending on the mentor teacher's schedule. Students are not to enter a class once it has begun nor are they to leave a class early. Please be sensitive to all bell schedules. Successful completion of clinicals, as judged by the Loyola faculty supervisor, using the Secondary Block Evaluation Form and the Loyola Assessment of Capacity for Professional Education, is required to continue in the teacher preparation program. Teacher candidates will receive a Pass/Fail for the clinical component. **In addition, you will have a specific assignment for this course that can only be completed upon completion of the clinical experience. The grade for this assignment will be averaged into your overall grade for the course.**

**Professionalism:** All teacher candidate work will demonstrate serious effort and professionalism. (Consider how you expect your students to comport themselves and act accordingly in regard to use of cell phones, laptops, iPods, Mp3 players, doing other work, etc. (Laptops should be utilized only in relation to ongoing classroom instruction.)

**Assignments:** All assignments must be word processed used 1.5 line spacing, 12 pt. font and 1 inch margins. The grade for all assigned work turned in late without prior consent from this instructor will be reduced by 50%.

**Class Participation:** Teacher candidates will be expected to attend class and participate in class activities, discussions and assigned presentations. Work from daily activities such as reflections will be credited here as well.

**Technology:** Teacher candidates will show evidence of the use of technology. In addition, they will use Blackboard to access and print all course documents. Assignments transmitted via email must be created using the Microsoft Word application. Of course, hard copies of the assignment may also be submitted.

**Knowledge:** Teacher candidates will work to develop a knowledge base that will include a broad range of literacy techniques and strategies for every aspect of literacy in the content areas (reading, writing, speaking and listening). **Skills –** Teacher candidates will model effective reading, writing, speaking and listening skills both in class activities and presentations and in their instructional lessons at the clinical site. Since this course is writing intensive, written responses following the guidelines of the Illinois Learning Standards will be required.

**Diversity:** In CIEP #362 Teacher candidates will investigate and apply instructional practices that are sensitive to issues of diversity. Related strands in this course are listed below under the various assignments.

**Ethics:** Teacher candidates will learn strategies and develop practices in order to effectively provide cognitive, developmental and social guidance to all students. Teacher candidates will respect every learner as an individual, and will develop in sensitivity to students with diverse learner needs.

**Academic Honesty:** Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be

carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility:** Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with Services for Students with Disabilities (SSWD). To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. More information is available at: <http://www.luc.edu/sswd/register.shtml>

**Harassment (Bias Reporting):** It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

**Professionalism in the Service of Social Justice:** The School of Education maintains the ideal of developing knowledge in the service of all humanity through social justice. This course will equip teacher candidates to not only foster intellectual growth in literacy across all content area disciplines but will also equip them to design and adapt instruction for a all types of learners at all levels of the achievement scale, thereby fostering an understanding of how social justice and inequality affect literacy development in content areas.

### CIEP 362: General Class Rubrics

General Performance	C: Meets Some Requirements	B: Meets All Requirements	A: Exceeds Requirements
Attendance/Punctuality	Attended less than 80% of the time	Attended 90% of the time	Attended 100% of the time
Group Work	Mostly individual; then combined	Group planned and implemented	Evidence of cohesiveness
Class Participation	Attentive in class; adds few comments to discussion; minimal participation in micro teaching assignments	Attentive in class; adds some comments to discussion; shares experiences; active participation in micro teaching assignments	Attentive in class; regularly adds to discussion; shares experiences; provides insights; integral participation in micro teaching assignments

### VALUE OF ASSIGNMENTS

Assignment	% Value	Date Due
Class Participation, Attendance and Punctuality	10	Weekly
Micro-Teaching of strategies and reflections	10	Weekly
Inquiry Circle Questions and Project	10	12/5
Children's' Trade Book assignment	10	11/21
Philosophy of Reading in Your Content Area	10	11/21
Learning Strategies Portfolio	50	Elements are due: 9/12; 9/19;9/26;10/3;11/28

### GRADING SCALES for CIEP 362

92-100% = A	88-82% = B	78-72% = C	68-62% = D
91-90% = A-	80-81% = B-	70-71% = C-	60-61% = D-
89% = B+	79% = C+	69% = D+	Below = F

**COURSE SCHEDULE: (TENATIVE)** The schedule listed below is an initial, tentative schedule. Please consult the Blackboard Website regularly for class notices, schedule updates, descriptions of assignments, Power Points, etc.

Session	Topic	Assignment	Due
8/29	<ol style="list-style-type: none"> <li>1. Introduction; course overview; requirements; discussion of content of class</li> <li>2. The Adolescent Brain and Learning in Content Area</li> <li>3. The Challenge of Adolescent Learning (Sejnost &amp; Thiese, 2010, Chapter 1)</li> <li>4. Creating the Framework for Reading, (Sejnost &amp; Thiese, 2007 Chapter 1)</li> </ol>	<ol style="list-style-type: none"> <li>1. Locate a Childrens' Trade Book for Trade Book assignment. (narrative, descriptive)</li> <li>2. Develop a readability statistic for a text in your content area</li> <li>3. Develop a CARI for a text in your content area</li> </ol>	Read: Sejnost & Thiese 2007, Chapter 1 Sejnost & Thiese 2010, Chapter 1 and complete reflection
9/12	<ol style="list-style-type: none"> <li>1. Vocabulary strategies continued, (Sejnost &amp; Thiese, 2007, Chapter 3; Sejnost &amp; Thiese, 2010, Chapter 2)</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop <b>vocabulary strategy</b> for Learning Strategy Portfolio. <b>Due next class</b></li> </ol>	<b>Readability statistic and CARI due</b>
9/19	<ol style="list-style-type: none"> <li>1. Strategies for Comprehension, Sejnost &amp; Thiese, 2007, Chapter 4; Sejnost &amp; Thiese, 2010, Chapter 3</li> <li>2. Before and during learning strategies simulation</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop <b>before reading strategy</b> for Learning Strategy Portfolio. <b>Due next class</b></li> </ol>	<b>Vocabulary strategy due</b>
9/26	<ol style="list-style-type: none"> <li>1. Strategies for Comprehension, Sejnost &amp; Thiese, Chapter 4 and Sejnost &amp; Thiese, 2010, Chapter 3 continued</li> <li>2. Strategies for Writing in the Classroom, Sejnost &amp; Thiese, 2007, Chapter 5; Sejnost &amp; Thiese, 2010, Chapter 4</li> <li>3. After learning and writing strategies simulation</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop <b>during reading strategy</b> for Learning Strategy Portfolio. <b>Due next class</b></li> </ol>	<b>Before reading strategy due</b>
10/3	<ol style="list-style-type: none"> <li>1. Introduction to Inquiry Circles</li> </ol>		<b>During reading strategy due</b>
<p><b>Clinicals: (1)</b> Work on philosophy of content area literacy paper <b>(2)</b>. Implement at least one (1) strategy developed for your LSP in your clinical classroom and submit classroom artifacts to me. <b>(3)</b> Read Harvey &amp; Daniels text, answer questions assigned and begin to plan micro-teaching and Inquiry Project.</p>			
11/21	<ol style="list-style-type: none"> <li>1. Strategies for Speaking in the Classroom, Sejnost &amp; Thiese, 2010, Chapter 5 Writing and speaking strategies simulations</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop after learning/ (writing/speaking) strategy for Learning Strategy Portfolio due</li> </ol>	<b>Philosophy of Content Area Literacy due Trade Book Assignment due</b>
11/28	<ol style="list-style-type: none"> <li>1. Inquiry Circles Micro Teaching A written outline and any PowerPoint or Prezi presentations must accompany the lesson</li> </ol>		<b>After after learning (writing/speaking) strategy due</b>
12/5	<ol style="list-style-type: none"> <li>1. Inquiry Circles Micro Teaching and Project sharing and Catch up Day</li> </ol>		<b>Inquiry Circle Project due</b>

## RELATIONSHIP OF ASSIGNMENTS TO STANDARDS

### CIEP 362 NCATE Standards Based Assignments

Candidates know, understand and use the connections among concepts, procedures, and applications from content areas to motivate students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

**Instructional strategies and activities are based on ACEI Standards. The targeted standards are:**

- 1. DEVELOPMENT, LEARNING, AND MOTIVATION:** Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- 2. CURRICULUM:** Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the K-6 grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.
- 3. INSTRUCTION:** Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

(Assignment: Portfolio of Learning Strategies; Philosophy of Reading in Content Area paper; Inquiry Circles Project; Micro-Teaching [NCATE Standards 2a, 2b, 2, f, 3c, 3d, 3e, 4])

### Illinois Professional Teaching Standards: Content Standards

**Standard 1: All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.**

**1A** Understands and can articulate the needs for literacy development in general and in specific disciplines or at specific grade levels. (Assignments: Micro-teaching/Strategy Simulations; Learning Strategy Portfolio; Philosophy of Reading in Content Area Paper; Trade Book evaluation; Inquiry Circles project)

**1B** Knows effective literacy techniques to activate prior student knowledge and build schema to enhance comprehension of text. (Assignments: Micro-teaching/Strategy Simulations; Learning Strategy Portfolio)

**1C** Knows strategies and techniques for teaching communication skills to those students whose first language is not English. (Assignments: Micro-teaching/Strategy Simulations; Learning Strategy Portfolio; Philosophy of Reading in Content Area Paper; Inquiry Circles project)

**Standard 2: All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.**

**2A** Knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts. (Assignments: Micro-teaching/Strategy Simulations; Learning Strategy Portfolio; Philosophy of Reading in Content Area Paper; Trade Book Evaluation; Inquiry Circles project)

**2B** Understands how to communicate ideas in writing to accomplish a variety of purposes: persuasive, descriptive, informative, and narrative (Assignments: Micro-teaching/Strategy Simulations; Learning Strategy Portfolio; Philosophy of Reading in Content Area Paper; Trade Book Evaluation; Inquiry Circles project)

**2G** Helps students understand a variety of modes of writing: persuasive, descriptive, informative, and narrative (Assignments: Micro-teaching/Strategy Simulations; Learning Strategy Portfolio; Philosophy of Reading in Content Area Paper; Trade Book Evaluation)

**Standard 3: All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learner needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism**

**3A** Understands how to analyze an audience to determine culturally appropriate communication strategies to share ideas effectively in both written and oral formats with students and their families, other faculty and administrators and the community and business in general (Assignments: strategy simulations; learning strategy portfolio; trade book evaluation; philosophy of reading in content area paper; Inquiry Circles)

**3B** Understands how to use diverse instructional strategies and assessments that include an appropriate balance of lecture, discussion, activity, and written and oral work. (Assignments: Micro-teaching/Strategy Simulations; Learning Strategy Portfolio; Philosophy of Reading in Content Area Paper; Trade Book Evaluation; Inquiry Circles)

**3C** Analyzes content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking and listening. (**Assignment: Micro-teaching/Strategy Simulations; Learning Strategy Portfolio; Philosophy of Reading in Content Area Paper; Trade Book Evaluation; Inquiry Circles**)

**3D** Assists students whose communication skills may be impeded by learning, language, and /or cultural differences, especially those whose first language is not English. (**Assignment: clinical experiences**)

**3E** Conducts effective classroom discussions by managing groups, asking questions, eliciting and probing responses, and summarizing for comprehension. (**Assignment: Micro-teaching/Strategy Simulations; Learning Strategy Portfolio clinical experiences; Inquiry Circles**)

**3F** Uses a variety of media to enhance and supplement instruction. **Assignments: Micro-teaching/Strategy Simulations; Learning Strategy Portfolio; Trade Book Evaluation**)

**3G** Uses multi-disciplinary instructional approaches (**Assignments: Micro-teaching/Strategy Simulations; Learning Strategy Portfolio; Philosophy of Reading in Content Area Paper; Trade Book Evaluation; Inquiry Circles**)

<b>Loyola University Chicago's Conceptual Framework Standards</b>
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CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF2: Candidates demonstrate knowledge and skills in a variety of school

CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings. CF3: Candidates demonstrate an understanding of issues of social justice and inequity.

CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

CF5: Candidates demonstrate technological knowledge and skills which enhance education.

CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.

CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.

CF8: Candidates apply ethical principles in professional decision-making.

The School of Education develops persons of conscience devoted to the service of others: "To make a living and to make a life." Literacy empowers the individual to access knowledge for personal and professional growth. Literacy also includes a knowledge and integration of technology skills. Performance tasks required in CIEP 362 ensure students become proficient in this area. Candidates in CIEP 362 are the guides by which literacy can be developed in the school and community.