

LOYOLA

UNIVERSITY CHICAGO



Professor:
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Course: CIEP 362
Literacy in the Content
Areas

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Class Dates:
9/1, 9/8, 9/15, 9/22, 9/29, 10/6, 10/13,
10/20, 10/27, 11/3, 11/10, 11/17, 12/1, 12/8

Time: 4:15-6:45

Required Reading:
Richardson, J., Morgan, R., and Fleener, C. (2012).
Reading to Learn in the Content Areas, Wadsworth,
Cengage Learning.

Methodology:

The course will require chapter term reflections, readings, classroom discussions, presentations, and book talks to engage students in a rich understanding of the many issues related to teaching reading in the content areas. As educators, we need to understand the theory and practice of learning and the rationales for recommended reading strategies that promote learning for all students.

Session	Assignments
September 1	Syllabus and Introduction Chapter 1- Content Teachers and Content Literacy
September 8	Chapter 1- Content Teachers and Content Literacy
September 15	Chapter 2- Teaching in the Affective Domain
September 22	Chapter 11- Supporting Diverse Learners
September 29	Chapter 3- Preparing for Learning
October 6	Chapter 4- Assistance in Learning
October 13	Chapter 5- Learning Through Reflection
October 20	Chapter 7- Teaching Vocabulary
October 27	Chapter 8- Writing to Learn
November 3	Chapter 6- Moving Beyond the Traditional Textbook and Transmission Method
November 10	Chapter 9- Study Skills in the Electronic Age
November 17	Chapter 10- Technology in Today's Content Classroom
December 1	Class Project Assisting Students with Research
December 8	Final Projects Due

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. For additional academic policies and procedures refer to: 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 the Services for Students with Disabilities (SSWD) office. 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. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

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/>

Conceptual Framework

The conceptual framework of the School of Education can be summarized as "professionalism in service of social justice." As you prepare for a career in teaching, your professional development will focus on how to become actively engaged in working with others and working for others. The pillars of the conceptual framework are knowledge, skills, ethics, and service. In this course reading, writing, speaking, and listening are identified as the components that define a literate individual and your participation in this course will provide the framework for the development of your knowledge and skills as a literacy teacher. As a teacher of literacy in the content areas, you will assist in your future students' development as literate individuals and independent learners. Universal literacy is critical to the development and nurturing of a just society. As literacy educators, we advance the work of social justice for all learners in a society that is demanding higher literacy standards.

Technology

Teacher candidates in this course will be expected to use the Internet to support their learning of literacy topics. At the end of each chapter a list of PAR ONLINE websites are listed. Those enrolled in this course are expected to access the sites and become knowledgeable about the site’s content.

Diversity

Issues of diversity are addressed throughout this course by investigating different types of learners and learning how to support these learners in content classrooms with instructional methodology. Adaptations that are necessary to assist all learners to become literate are included in the researched-based strategies presented in this course.

Teacher Prep Courses with Clinical Components

Students in the CIEP 362 course are expected to be active participants in the PDS classrooms.

Expectations

Class participants are expected to be present and on time for all class sessions. They are expected to come prepared to participate in class discussions and activities. All work is due on or before the dates listed. If late work is accepted, points may be subtracted from the total.

Grading

Grading will be based on the quality and comprehensiveness of each assignment. Criteria for grading include the ability to demonstrate an understanding of the subject matter through various media, articulation, and substantive engagement. The following point system will be used to determine final grades for the course:

93-100	A	90-92.....	A-
87-89.....	B+	82-86.....	B
80-81	B-	77-79.....	C+
73-76.....	C	70-72.	C-

Goals

The goals for this course are consistent with the Illinois Professional Teaching Standards, the LUC School of Education’s Conceptual Framework, and ACEI Standards. Class participants are required to connect these standards to their own learning throughout this course.

Course Objectives

1. Teacher Candidates will know, understand and apply a number of affective strategies into the content area curriculum to enhance student learning.
(ACEI Standard 1)
2. Teacher Candidates will integrate and apply the communicative arts to 21stLiterarcy Skills.
(ACEI Standard 3.5)
3. Teacher Candidates will demonstrate the ability to use literacy tools to enable students to learn content material strategically.
(ACEI Standard 3.1)
4. Teacher Candidates will identify and apply literacy strategies for aiding English language learners, special education students and at-risk students.
(ACEI Standard 3.2)

5. Teacher Candidates will research, analyze, and incorporate many resources and cooperative learning strategies into lesson planning (ACEI 3.3)

ACEI Standards

The following ACEI standards are linked to the above course objectives.

Standard 1. Development, Learning, and Motivation—Candidates will 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.

Standard 3.1 Integrating and applying knowledge for instruction—Candidates will plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

Standard 3.2 Adaptation to diverse students—Candidates will understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates will understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.

Standard 3.5 Communication to foster collaboration—Candidates will use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

CIEP 362 Description of Course Requirements:

Weekly reflection on chapter terms- You will choose one term from each chapter based on your observance of this term during lessons, classroom activities, school wide activities, or from discussions at professional grade level meetings. You are required to describe the activity, the student response, and your reflection regarding its significance for supporting student learning.

Literature presentations- You are required to present a read aloud, poem, trade book or novel for launching, supporting, or reflecting on a lesson in one of the content areas.

Chapter Presentation- Prepare a graphic organizer for a selected chapter identifying the theories and their classroom teaching implications. Use this to lead the discussion for the chapter.

Strategy Presentation- Present a PAR strategy along with student work that you implemented while teaching a lesson.

Textbook Chapter PAR Lesson Guide (Final Project)-This project will focus on the creation of strategies and materials for a textbook chapter that will effectively prepare and assist elementary children to learn the content material.

ACEI/NCATE Core Assessment – Assessment of candidate ability to plan instruction will be met in the Par Lesson Guide that must be submitted in Live-Text. Additional information will be given when assignment is due.

Professional PAR Binder- You are required to organize all handouts and professional articles distributed during class. You will also include in this binder six strategies that I modeled in class or that your textbook has recommended. You will show evidence of implementing these strategies by including three samples of student work for each strategy.

Course Requirements/Grading scale

Weekly Reflections on Chapter Terms	15 %
Literature Presentations	10 %
Class Participation	10 %
Textbook Chapter PAR Lesson Guide	25 %
Professional Binder	20 %
Chapter Presentation	10 %
Strategy Presentation	10 %

CIEP 362 Final Project

Textbook Chapter PAR Guide

You are a content area teacher who realizes the value and importance of using the textbook in addition to other instructional materials to provide instruction for your students. As a result of taking this class, you know that you can plan to use effective teaching/learning strategies that will assist your students to read the textbook. Choose a textbook for a content area of your choice, preferably a textbook with a copyright between 1995 and 2009. Chose one chapter that you suspect will be difficult for the students to read and create content area reading and writing strategies to assist your students to learn the concepts in the chapter.

Your PAR Guide must contain the following:

- Two activities to prepare your students to read the chapter
- Two activities to assist comprehension
- Two activities to assist students to learn vocabulary
- Two writing activities
- One activity to be used by your students to reflect on the chapter
- One activity to be used by the at- risk readers as they read they chapter
- One non-traditional assessment to determine if students learned
- An annotated list of five children’s books/magazines/ poems that would support the chapter concepts. For each resource, briefly describe how you would use them.
- For each activity include an introductory sheet that presents your rationale for why you chose the activity and the purpose it serves.

Your **PAR GUIDE** will include the 11 activities you created, the annotated list of children’s books to support the chapter, and a photocopied chapter from the textbook. Be sure to include the title of the text, author, publisher, date of publication, and grade level for which the text is intended

Final Project Due Date: December 8, 2011