

**LOYOLA UNIVERSITY
SCHOOL OF EDUCATION
CURRICULUM, INSTRUCTION, & EDUCATIONAL PSYCHOLOGY
CIEP 423: ADVANCED LITERACY INSTRUCTION IN THE CONTENT AREA**

FALL SESSION, 2011

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TIMES & LOCATION: 4:15-6:45 PM Wednesday
Mundelein Center: Room 407 Wednesdays 12:00-3:45

Office Hours: Monday: 12noon-3:pm
Wednesday: 12noon-3:30pm

Office Location: 1116 Lewis Towers

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REQUIRED TEXTS: Gallagher, Kelly. (2004). *Deeper Reading*. Steinhouse Publishers

Riggs, E.G. & Gholar, C. R. (2010). *Strategies that Promote Student Engagement: Unleashing the Desire to Learn*. Corwin Press.

Riggs, E. G. & Gholar, C. R. (2010). *The Launching Pad: A Reflection Journal of Activities for Unleashing the Desire to Learn: A Companion to Strategies that Promote Student Engagement: Unleashing the Desire to Learn*. Whittier Publications, Inc.

SIGNIFICANT DATES:

**CLINICALS: Site to be determined
Dates of Clinicals to be announced**

The School of Education's Conceptual Framework:

Professionalism in Service of Social Justice

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the **SOE** participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community service agencies to enhance life-long learning. This course contributes to the realization of this framework by engaging candidates in “hands on” reading, writing, speaking, and listening practices; reflective instructional activities; class presentations and discussions; and clinical experiences.

The Conceptual Framework for Loyola University Chicago School of Education is “Professionalism in service of social justice.” The Framework consists of four elements: knowledge, skills, ethics, and service.

Elements of the Conceptual Framework:

Knowledge: Students must develop an in-depth knowledge base of research-based content literacy practices to enhance content literacy teaching and communication. They must be able to benefit from former research and best practices and effectively apply that knowledge.

Skills: Students must be able to model effective reading, writing, speaking, and listening practices to refine literacy teaching. Competency in the use and application of technological skills is also required. They must be proficient in the use of these effective communication skills to build capacity for success in teaching a diverse population of learners.

Ethics: Students must utilize knowledge and skill to make reasoned decisions about what is just, while simultaneously developing professional and ethical understandings of what their students need. Development of a professional ethical sense is essential to Loyola University Chicago's learning community; our expectation is that members of our learning community know, understand, and can make informed decisions regarding “**what is right and ethical.**”

Service: “Professionalism in service of social justice.” emphasizes service to others. Therefore, we expect our students to reflect on this notion throughout their academic careers. A commitment to service implies a lifetime commitment of reflection in each possible decision; the goal is to have each student constantly and honestly reflect on and consider how his/her actions honor and serve others.

Loyola University Chicago's Conceptual Framework Standards are:

- 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 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.

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/>

Technology

This is the age of technology; therefore society requires an educated individual to be proficient in technological literacy. It is another aspect of the mission of Loyola University Chicago to ensure our students are capable and knowledgeable in this area.

Students in CIEP 362 are required to complete tasks that focus on their understanding and implementation of technology skills.

Diversity

Diversity encompasses the understanding, acceptance and respect of each individual regardless of one's race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

Teacher Prep Courses with Clinical Components

CIEP 423 has a clinical component. Location and beginning dates will be announced. Students will be expected to:

- work and interact with students
- perform other any additional classroom duties assigned by sponsoring teacher

- grade papers
- create bulletin boards
- work with individual students, small groups or one on one
- perform any duties for which the students will be responsible for in their own classrooms
- teach a minimum of one class focusing on math and science, with reading skills and strategies as an integrated component if sponsoring teacher permits

Sponsoring teacher will be requested to complete an attendance sheet, clinical observation form regarding dispositions of observed student. The final grade will reflect one-third of the student's performance in the clinical setting.

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Skills: Students must be able to model effective reading, writing, speaking, and listening practices to refine literacy teaching. Competency in the use and application of technological skills is also required. They must be proficient in the use of these effective communication skills to build capacity for success in teaching a diverse population of learners.

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Technology

In CIEP 423: Advanced Literacy in the Content Areas, technology is an integral component of the requirements of this course as students are required to utilize their technological skills in creating class presentations in Power point. Another class requirement that utilizes technology is the "Web search" that requires each student to research and select four websites related to his/her area of concentration; explore, identify, and write an annotated bibliography for each site. A rating from 5 to 1, five being the highest, is to be assigned to the usefulness of each site; personal reflective comments must be written, justifying each rating.

Diversity

Diversity encompasses the understanding, acceptance and respect of each individual regardless of one's race, ethnicity, gender, sexual orientation, socio-economic status,

age, physical abilities, religious beliefs, political beliefs, or other ideologies.

In **CIEP 423**, the importance of diversity is consistency modeled via instructional materials, class discussions, personal experiences, and sharing of students' experiences in clinicals. Throughout its history, Loyola University Chicago has welcomed all faiths, races and cultures among its students, faculty, administrators and staff. Loyola's Jesuit heritage emphasizes respect and care for all individuals, and the School of Law's [mission statement](#) highlights diversity as part of its vision and goals. Today, nearly 19% of Loyola's J.D. students classify themselves as minority. Since the late 1980s, more than half of Loyola's entering classes have been women.

Courses with Clinical Components

CIEP 423 has a clinical component that encompasses the following:

A minimum of 15 hrs of observation and participation in a designated classroom.

Students will be expected to:

- work//interact with students
- perform other any additional classroom duties assigned by sponsoring teacher
- grading papers
- create bulletin boards
- work with individual students, small groups or one on one
- perform any duties for which the students will be responsible for in their own classrooms
- teach a minimum of one class if sponsoring teacher permits

Sponsoring teacher will be requested to complete an attendance sheet, clinical observation form regarding dispositions of observed student. The final grade will reflect one-third of the student's performance in the clinical setting. Clinical placements will be determined by Dr. Hill; dates of clinicals will encompass January – April.

COURSE REQUIREMENTS and GRADING SCALE:

Assumptions for the course

I have high expectations for the class as a whole and each of you individually. We are a community of learners. We have "lived various experiences" that can be mutually beneficial. Therefore, come prepared and ready to share and learn. I anticipate a great deal of discussion and participation from everyone. This requires being willing to take risks and willing to respectfully accept others' attempt to do the same.

At times the daily discussions may be limited to a few central ideas with the intent of getting the most out of our discussions. **Ideas, not individuals, are open to challenge.** The nature of the course should produce diverse ideas and opinions. To insure that multiple voices are heard, the learning environment must foster a

high degree of psychosocial safety. I encourage you to pursue scholarly arguments and to feel comfortable challenging the ideas and thinking of others. That challenge cannot disparage the personality of others. We are here to learn with, from, and about each other.

Questions represent an opportunity to learn. Often candidates believe their question may "sound stupid" and feel it should not be asked. Questions can be an indication of your engagement with the subject matter. Do not "self-censor" questions that may lead to clearer understandings for each of us.

Candidates must assume responsibility for their own learning and success. "You take from an experience what you put into it." I am available to assist you and to listen to your ideas and/or concerns.

Grading Policy

All work submitted will be evaluated on the following criteria: **Creativity, Clarity** and **Content**. **Creativity** refers to your ability to demonstrate your understanding through the various media suggested and others you find helpful. **Clarity** refers to your ability to clearly articulate your understanding of the information and materials presented in this course and also to relate these concepts to teaching in general, and more specifically your content area. **Content** refers to your ability to apply and engage the materials and information related to your subject/grade effectively. Expressing only likes and/or dislikes is unacceptable. You must be able to support your ideas with readings, research, and concepts from this course and others if relevant.

In addition to the assignments, activities, and strategies being NCATE Standard-based, they are also performance-based, as evidenced by the following requirements.

NOTE: If you have a documented disability that requires academic accommodations, please contact me and discuss this issue within the first two weeks of the semester.

COURSE REQUIREMENTS and GRADING SCALE:

1. Class Attendance: 10 Points.

Candidates enrolled in **CIEP 423**, are expected to attend all scheduled classes at the designated starting time and day, participate in discussions and activities, and be contributing members of the peer group. The learning and sharing experiences cannot be "made up" at a later date...class attendance **is not** optional. Your presence will make a difference to you as well as others in the learning community. Class participation includes participating in team activities and on-time completion of assignments and projects. Attendance and class participation are considered in determining final grades. If you need to be absent, it is your responsibility to notify the instructor.

2. Clinical Performance: 50 Points.

Please see the section on Clinicals. A successful Clinical experience is an “absolute must!”

3. Team Presentation of Assigned Chapters - 50 Points. Team dates and chapters will be assigned.

The class will be divided into teams. Each team will be assigned chapters from the required texts. Teaching of instructional activities/lessons will be the focus of each chapter. The instructional activities should include “hands on” learning, PPT presentations and/or any other visual aids. These lessons should be limited to 30-45 minutes. Individual candidates are still responsible for reading all chapters.

4. Utilizing Technology Websites - 100 Points. Presentations will begin September 14

Each candidate will conduct website searches in your area of concentration or interests that provide strategies for reading, writing, and critical thinking ideas and activities that focus on effective instructional practices in the various content areas. These instructional practices may be utilized in elementary, middle, or high school.

You are to:

- Select one website you find extremely beneficial, with creative, instructional, and pertinent skills and strategies that will motivate students “to want to learn” the concept (s) being taught.
- Develop/create and demonstrate an engaging teaching/learning instructional activity to share with the class.
- Explain/justify your selection of the website (how would you rate this site, from 1 to 5, with 5 being the highest?)

5. Review of Journals - 25 Points. Presentations will begin October 5

- Each candidate will select **one** article from a **professional journal** that focuses on the tenets of this course. Articles may be obtained from the Internet or library.
- A summary of the article and your personal reactions and reflections will be shared with the class.

6. Final Project- Project-Based Learning - 200- Points. Presentations will begin November 2

Instructor will provide explanation/information & rubric regarding this final project in class.

GRADING SCALE: Highest possible points: 435

The following are the grade point guidelines that will form the basis for the letter grade issued.

435-385 = A
384-334 = B

Rubric for Review of Journal Articles

Criteria	On Target	Excellent	Acceptable	Unacceptable
Selection Process: The article has been obtained from appropriate research or educational journal				
Content of selected articles: Articles address the concepts such as writing skills , reading skills & strategies, critical thinking skills, or literacy skills in the content areas				
Organization: The format, writing mechanics/ conventions demonstrate competency in writing skills				
Demonstrated learning & understanding of selected articles: Summary demonstrates an understanding of				

<p>concepts presented; pertinent points extracted & presented in a Clear/concise manner.</p> <p><u>Personal reactions/reflections regarding articles have been expressed.</u></p>				
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**Self-Assessment Rubric for Technology Website Search
(All elements of this rubric will not apply to your assignment)**

CRITERIA	YES	NN0
<p>Selection Process: One website has been selected to explore for new knowledge and information that can be utilized for future classroom application and implementation.</p>		
<p>Content: An annotated bibliography for each website has been written; it contains the complete website address (http: www. etc.). The website contains information pertinent to concepts such as writing skills, reading/literacy skills, critical thinking skills, and instructional strategies associated with any core content area.</p>		
<p>Organization: The annotated bibliography adheres to the format, writing mechanics and conventions that demonstrate competency in excellent writing skills and organization.</p>		
<p>Demonstrated learning & understanding of selected websites: Each annotated bibliography demonstrates an understanding of information/concepts presented. It</p>		

<p>provides significant information that gives the reader a “bird’s eye” view of its contents. Pertinent points have been extracted & presented in a clear/concise manner.</p>		
<p>Rating: Each annotated bibliography has been assigned a rating from 1-5 points, with 5 being the highest, 1 the lowest. Rating is based on factors such as: the website’s content and helpful information for teachers (useful lesson plans, units, related links, graphic organizers, ease of navigation to other links, etc.).</p>		
<p>Reflective Comments: Personal reflective comments have been written regarding the candidate’s rationale for the assigned rating(s). Explain, in specific terms, why you assigned the low/high rating.</p>		

Journals

The Reading Teacher
 Journal of Adolescent & Adult Literacy
 Middle School Journal
 Educational Leadership
 Phi Delta Kappan