

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

**FALL SESSION, 2008**

**TIMES & LOCATION:** 4:15-6:45 PM Wednesdays  
Lewis Tower, Room 913

**INSTRUCTOR:** Ernestine G. Riggs, Ph.D.  
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**OFFICE HOURS:** Wednesdays 2:00-3:45 (Other times by appointment)  
**OFFICE LOCATION:** 1116 Lewis Towers

**REQUIRED TEXTS:** Richardson, Judy S. & Morgan, Raymond F. *Reading to Learn in the Content Areas.* (2009, 7<sup>th</sup> Edition) Wadsworth Publishers.

Riggs, E.G. & Gholar, C. R. (2009, 2<sup>nd</sup> Edition). *Strategies that Promote Student Engagement: Unleashing the Desire to Learn.* Corwin Press.

**DATES TO REMEMBER:**

**October 6<sup>th</sup> & 7<sup>th</sup> Mid Semester Break**

**November 26<sup>th</sup> – 28<sup>th</sup> Thanksgiving Break**

**December 5<sup>th</sup> Fall Semester classes end**

**Conceptual Framework:**

The School of Education has as its conceptual framework, "Professionalism in service of social justice." This course contributes to the realization of this framework by engaging candidates in reflective exercises, class discussions, and their clinical experience. . 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 prepares educators, administrators, and counselors to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justices, and to recognize that education is a life-long learning process.

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. Candidates in CIEP 423 are the guides by which literacy can be developed in the school and community.

Candidates will understand family and community relations, cultural diversity as it applies to working with families, communities, and possess communication skills appropriate for working with parents and promoting parental involvement. Candidates will discover resources available in the community to assist teachers to improve the quality of reading instruction. (5) (Service)

**Instructional strategies and activities are based on Illinois State Board of Education (ISBE) STANDARDS:**

**STANDARD 11: The competent teacher of mathematics understands the process of reading and demonstrates instructional abilities to teach reading in the content area of mathematics.**

**STANDARD 19: The competent science teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of science.**

**STANDARD 29: The competent social science teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of social science.**

### **Relationship between Theory and Practice**

Candidates will be aware of the resources (books, journals, and other professional literature) to continually broaden their knowledge and expertise. Candidates will value the importance of professional growth as they become aware of professional organizations, journals, and conferences. (5) (Knowledge)

Candidates will understand the needs of developmentally diverse children including those with special needs, in both typical and exceptional children. Candidates will understand and respect individuals with respect to differences in attitudes, values, and needs. There will also be recognition of the conditions that require assistance from other professionals (3) (Ethics, Knowledge)

Candidates will understand specific knowledge of the content of the subject areas and disciplines relevant to their curriculum. Candidates will develop a knowledge base of current reading/writing/thinking theory as it applies to the teaching of reading and the development of literate learning communities (1– 2i) (Skills, Knowledge)

Candidates will develop short and long range plans appropriate to their curriculum, adapting them as necessary, and incorporating available assessment data. (2 & 4) (Skills, Knowledge)

Candidates will use teaching methods appropriate for the specific subject areas of their curriculum, including providing motivation, giving directions, delivering lessons, selecting materials, and stimulating thinking. (1, 2, 3) (Skills, Knowledge)

Candidates will use assessment techniques appropriate to their curriculum. (4) (Skills, Knowledge)

Candidates will use effective classroom management and organizational techniques including organizing routines and materials, increasing rapport, mutual respect, motivation, and decreasing behavior problems. (1, 2, 3,) (Skills, Knowledge)

Candidates will use appropriate verbal and nonverbal communication for effective teaching. (1, 3, 5) (Skills, Knowledge)

### **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. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see: [http://www.luc.edu/education/academics\\_policies.shtml#honesty](http://www.luc.edu/education/academics_policies.shtml#honesty)

### **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. More information is available at: <http://www.luc.edu/sswd/register.shtml>

### **Harassment**

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. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at:

<http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

## **Office of Academic Advising and Services**

### **Policy on Accommodations to Course Requirements and Class Participation**

This policy provides guidelines for accommodations to course requirements and class participation for students with disabilities. The authority to approve accommodations is assigned by the Provost to the Director of the Office of Academic Advising and Services and to the Services for Students with Disabilities (SSWD) Coordinators/Assistant Coordinators. If instructors have questions about the application of accommodations in his/her course section, the instructor is encouraged to contact the SSWD for further guidance.

### **Participation accommodations**

Participation accommodations may be approved, on a case by case basis, only for students who have provided appropriate documentation to SSWD. Clinical courses will be handled separately on a case by case basis by an SSWD staff member and the department or school representative. Documentation must provide data that supports the necessity for the Participation Accommodation.

In courses where the instructor has determined that absences from class will impact students' grades and has communicated his/her attendance expectations in this regard to all students enrolled in the course at the beginning of course, students granted the Participation Accommodation should be allowed to miss 25% more of the class sessions for the course than students without this accommodation without negatively impacting their grade for the course.

However, if it is the instructor's judgment that a student would not be able to satisfy the requirements of the course if the student misses 25% more of the class sessions than required of students without this accommodation, then the instructor should advise the student of this promptly after the student has provided the instructor with the SSWD documentation indicating that the Participation Accommodation has been granted. At that time, the instructor should also advise the student what percentage of class sessions may be missed without a negative impact on the student's grade for that course and confirm this in writing.

An instructor who does not communicate attendance expectations to all students enrolled in the course at the beginning of the course should not impose an attendance expectation on a student who has been granted the Participation Accommodation. In other words, the grade of a student who has been granted the Participation Accommodation should not be negatively impacted due to the student's rate of attendance in such circumstances.

For courses in which the instructor has determined that participation in class sessions is expected of students and failure to participate will impact the student's grade and the instructor has communicated his/her participation expectations in this regard to all students enrolled at the beginning of the course, students granted the Participation Accommodation should be allowed to participate less than others without negatively impacting their grade for the course. As participation may be subjective and therefore difficult to quantify, the instructor and student should discuss the instructor's participation expectations promptly after the student has provided the instructor with the SSWD documentation indicating that the Participation Accommodation has been granted and any expectations in this regard should be confirmed by the instructor in writing.

An instructor who does not communicate class participation expectations to all students enrolled in the course at the beginning of the course should not impose a class participation expectation on a student who has been granted the Participation Accommodation. In other words, the grade of a student who has been granted the

Participation Accommodation should not be negatively impacted due to the student's level of participation in class sessions in such circumstances.

### **Examination accommodations**

Students granted the Participation Accommodation should be allowed to arrange an alternative time (typically a time later in the academic term) to take 25% of the examinations and quizzes in the course, subject to the prior agreement by the instructor. It is the student's responsibility to contact the instructor a reasonable time in advance of any examination or quiz to make such arrangements. It is preferable if the student makes such arrangements prior to the regularly scheduled time for the examination or quiz at issue. However, if the student was unable to take the examination at the regularly scheduled time and could not make alternative arrangements prior to the examination, then the student should promptly contact the instructor to make alternative arrangements after the fact. If an instructor plans to have quizzes that are not scheduled in advance, the instructor should so indicate in the course syllabus so that a student granted the Participation Accommodation can contact the instructor early in the semester to request any accommodation that might be needed for quizzes throughout the course. After the student and instructor have determined what accommodations will be provided in connection with examinations and/or quizzes, those accommodations should be confirmed in writing. **It is expected that a student granted the Participation Accommodation will seek to make alternative arrangements for examinations or quizzes because of reasons related to his/her disability, not simply because the student believes that the alternative arrangements would be preferable or more convenient.**

### **Course requirements accommodations**

Students granted the Participation Accommodation should be allowed to complete up to 25% of the total course work during the semester at a time later than that required of a student without this accommodation. It is the student's responsibility to contact the instructor when she/he is unable to complete course work in a timely fashion and to make alternative arrangements to complete such work on a schedule to be agreed upon by the instructor and student in writing. **It is expected that a student granted the Participation Accommodation will seek to make alternative arrangements for course work because of reasons related to his/her disability, not simply because the student believes that the alternative arrangements would be preferable or more convenient.** If the student and instructor agree that the student will have additional time to complete any course work, the student should be required to either (a) complete such work by the end of the semester or (b) agree to receive a grade of Incomplete in that course and then complete the work by a specific deadline set by the instructor for resolving the student's grade for the course. If the student is unable to complete the work by that deadline, the grade of Incomplete would become the student's final grade for the course.

## **Grievance resolution**

If a student has a grievance relating to the application of a requirement or participation accommodation that has been granted, the student may file a grievance under the SSWD Grievance Procedure (which can be found on the SSWD website:

<http://www.luc.edu/sswd>). Specifically, if a student has a dispute with a Loyola administrator, faculty member, staff member or other employee relating to disability services, including any complaint that the student has been discriminated against because of his or her disability, the student may follow these procedures:

1. Students are encouraged, but not required, to make a sincere attempt to resolve the problem through discussions with the other party.
2. If the student is unable to resolve the problem with the other party or has opted not to make such an attempt, then the student should meet with the coordinator (or assistant coordinator) of SSWD to discuss the problem and possible ways to resolve the problem. The student should schedule a meeting with the coordinator within 14 days of the event leading to the dispute.
3. If the coordinator and the student are unable to resolve the problem, the student may file a written complaint with the appropriate supervisor in the Office of Academic Advising and Services (OAAS), located in the Sullivan Center. The written complaint must specify the nature of the dispute, any prior attempts to resolve the matter, and how the student wishes for the matter to be resolved. The written complaint should be filed within 14 days of the meeting with the coordinator. The supervisor will conduct an investigation. As part of that investigation, the supervisor will ask the student and the other party to identify any witnesses and to submit any other evidence they wish to be considered. The supervisor will complete the investigation within 30 days of receiving the written complaint from the student, if practicable. The supervisor will notify the parties of the disposition of the matter to the extent permissible by law.
4. If the student is dissatisfied with the disposition, the student may file a written appeal with the office of their Dean or, where appropriate, with the Office of the Provost. The appeal must be filed within 14 days of being notified of the OAAS disposition and contain all the information and documentation that the student wishes to be considered as part of the appeal. The dean will notify the parties of his or her decision, to the extent permitted by law, within 30 days of receiving the appeal, if practicable.
5. If the student's dispute is with the coordinator of Services for Students with Disabilities or the supervisor of Learning Assistance Services, the student should notify the Associate Provost or Provost, who will appoint an impartial person to meet with the student or conduct the investigate as applicable.

In any situation where it is found that discrimination occurred because of the student's disability, Loyola will take steps to prevent the recurrence of such discrimination and will correct any discriminatory effects on the student and others, if appropriate. Retaliation

against any person for complaining about what he or she believes to be discriminatory conduct or for cooperating in any investigation of such a complaint is prohibited.

Policy approved and effective: October 16, 2007.  
Office of the Provost

## **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 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 us all.

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. Attendance & Class Participation, - 50 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 to 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. Each team will be responsible for summarizing one chapter from each of the required texts.

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. Reflective Paper - (50 Points) **DUE: September 10****

Each candidate will develop a personal philosophy that focuses on teaching and learning. In discussing your philosophy, your paper should address the following:

- ♣ why you want to become a teacher
- ♣ your beliefs about the ability of all students to learn
- ♣ your thoughts on diversity
- ♣ your viewpoints on the role of the teacher
- ♣ your viewpoints on the role of the learner
- ♣ your viewpoints on the role of parents

### **3. Team Presentation of Assigned Chapters - (100 Points) **Team dates and chapters will be assigned.****

The class will be divided into 5 teams of 4 members per team. Each team will be assigned chapters from the required texts to summarize/teach and present to the class. This chapter summary includes a power point presentation and any other visual aids.

The summaries should be limited to 20 - 30 minutes. Individual candidates are still responsible for reading all chapters. The texts for this course were selected, based on the content of each chapter, which addresses the tenets of the Program Standards for Teacher Preparation. (See NCATE's Standards 1 – 5a).

**4. Lesson Plan Design/Implementation/Analysis - Micro-Teaching (100 Points)**  
**Teaching of lessons will commence on September 23**

Micro-teaching is a demonstration lesson. Individual teaching requires candidates to demonstrate and apply their understanding of content knowledge, human development, instructional planning and delivery, communication, assessment and reflection. Candidates further develop their teaching styles and build confidence through practice. Self and peer evaluations of the lesson allow candidates to engage in reflection about best practices and provide an opportunity to share ideas. **(Standards: 1, 2, 3, 4)**

Each team will decide on a lesson it wishes to develop and teach; the lesson can be on any of the core content areas, but must include the tenets of literacy skills involving reading, writing, and critical thinking.

Each team will teach **one (1) mini-lesson (20 - 30 minutes)** to demonstrate evidence of understanding content knowledge and the basic elements involved in the lesson planning process. The teams will select the topic, grade level, or theme that is related to a specific area of interest or concentration.

The lesson must be accompanied by a lesson plan that contains the following:

- Name of teacher
- Content area/Grade
- State/National Goals/Standards
- Lesson Objective(s)
- Instructional Methods
- Materials/Resources
- Introduction Statement
- Lesson Sequence
- Lesson Closure
- Assessment
- Teacher Reflections

**The lesson must focus on helping students learn a new strategy, skill, or concept – not a review lesson.**

Consider students, the curriculum, etc., as you make decisions regarding your micro lesson. Develop a detailed draft and make enough copies for each member of the class. The class will serve as students; you will teach this lesson as you would “your class.” You will have “hands on” instructional activities and appropriate materials.

**5 Writing Activities - (100 Points [25pts per paper]) **DUE: October 8**** (ALL papers are to be completed by this date).

Each candidate will develop a written selection on each writing topic listed. **Every paper must be typed/word processed.** Each written selection will be assessed using the attached rubric. Discourses may be combined: Expository/persuasive; narrative/descriptive; descriptive/persuasive; or narrative/expository...any combination that works effectively for you.

<b><u>Discourse</u></b>	<b><u>Topic</u></b>
Narrative	Tell about an exciting incident/event in your life.
Expository	Write about some issue that is of interest to you; or discuss the pros or cons of some topic; example, cooperative learning, social promotion, testing, etc. List references at the conclusion of your paper. Use APA style.
Descriptive	Write a paper describing anything of your choice
Persuasive	Write a persuasive paper on any topic you wish to select.

**5. Integrating Technology- Websites - (100 Points) **DUE: October 22****

Each candidate will select four websites. You are to explore, identify, research, and write an annotated bibliography for each site. Assign a rating from 5 to 1, five being the highest. In your personal reflective comments, justify your ratings.

Example of an annotated bibliography of a website:

**Tom's Spanish Web Page:** <http://www.gis.net/~tpduggan/spanish.html>: **Rating: 5**

This site contains numerous links: Spanish Search Engines, Spanish Language and Grammar websites, Personal homepages, recipes, literature, media (newspapers, etc.) and much more! It is easy to navigate; there are fun, but instructional activities for

students, parents, and teachers. It is most helpful for anyone trying to learn Spanish. The site also includes a link to numerous teacher resources.

**Reflections:** *This site has numerous links that are outstanding! It was created by a teacher, so he understands the limitations we have regarding time, therefore he has ensured one doesn't have to spend a great deal of time "looking for information;" he knows what we need. This site is extremely friendly user. It is well organized with an abundance of information and instructional activities. I found it to be exceptional in every aspect...*

### **7. Review of Journals - (60 Points) DUE: November 5**

Each candidate will read three articles from **three different professional journals** regarding reading strategies, reading programs, curriculum development initiatives, or anything that relates to your area of interest. Articles may be obtained from the Internet or library. Write a summary of the articles and your personal reactions and/or reflections. Also discuss how you can use the information to help you integrate reading/writing skills and other content areas in your classroom instruction. Be sure to list your sources, name of journals or website, location, author, title, date volume #, etc.) Summaries will be shared orally if time permits.

### **8. FINAL PROJECT- (200 Points) DUE: November 25**

Candidates will demonstrate competencies in reading theory, strategies, and best practices through application, analysis, synthesis and evaluative processes. Therefore, candidates will develop an instructional thematic unit that will encompass the tenets of the course. The unit must contain lesson plans that include two other content area subjects in addition to your designated subject area.

In addition, graphic organizers **MUST** be included, demonstrating how these organizers can be utilized in teaching the various content areas; include one blank & one completed organizer as a model of how they will be utilized in each lesson. The unit, lesson plans, and graphic organizers must be organized and bound as a booklet, containing a front and back cover. **(Depending on how many of you are on LIVETEXT, I may change this).**

The lesson plans of the unit will include:

- subject/grade/course taught
- goal/objective/outcome statement, state standards, etc.
- instructional objectives
- concepts to be taught
- materials to be used
- strategies and activities
- description and implementation of an assessment plan

All elements, with exception of the graphic organizers, must be word-processed. Diagrams or any other artwork may be hand drawn, if you are not yet proficient with technology. You may select any graphic organizers; the following organizers are some suggestions for your unit:

- \* Venn diagram
- \* Story map
- \* Semantic map
- \* Comparison-contrast matrix
- \* Problem-solution
- \* Cause-effect
- \* Semantic feature analysis
- \* Time sequence

You may also obtain other examples from the Internet. All elements, with exception of the graphic organizers, must be word-processed. Diagrams or any other artwork may be hand drawn if you are not yet proficient with technology. You may want to explore the use of **INSPIRATION** to aid in the development of your graphic organizers.

#### **GRADING SCALE: Highest possible points...760**

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

760 - 710 = A

709 - 659 = B

**RUBRICS WILL FORTHCOMING**

**TENTATIVE SCHEDULE OF TEAM PRESENTATIONS OF CHAPTER SUMMARIES**

<b>TEAMS</b>	<b>Richardson,Morgan, Fleener CHAPTERS/DATES</b>	<b>RIGGS/GHOLAR CHAPTERS/DATES</b>
1	3... Sept.10	2... Oct. 22
2	5... Sept. 17	3... Oct.29
3	6... Oct. 1	4... Nov. 5
4	7... Oct. 8	5... Nov. 12
5	8... Oct. 22	6... Nov.19

**Suggested Readings:**

**Books**

The Art of and Science of Teaching – Robert J. Marzano  
 Developing Readers and Writers in the Content Areas K-12- David W. Moore,  
 Sharon Arthur Moore, Patricia M. Cunningham, & James E. Cunningham  
 Emotional Intelligence – Daniel Goleman  
 The Courage to Teach – Parker J. Palmer  
 The First Days of School – Harry & Rosemary Wong

**Journals**

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

Other professional journals & books in your discipline