

**LOYOLA UNIVERSITY  
SCHOOL OF EDUCATION  
CIEP 362  
LITERACY INSTRUCTION IN THE CONTENT AREAS  
CURRICULUM, INSTRUCTION, & EDUCATIONAL PSYCHOLOGY**

**SPRING SESSION 2011**

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**TIMES & LOCATION:** 8:15am-11:15am Wednesday  
Corboy Law Center, Room 205

**Office Location: 1116 Lewis Towers**

**REQUIRED TEXTS:** Powell, Sara D. (2011 *Second Edition*). *Introduction to Middle School*, Pearson Education, Inc.). Boston, MA. Allyn & Bacon.

Riggs, E.G. & Gholar, C. R. (2009, Second Edition). *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: Chute Middle School, Evanston, IL**  
**Dates of Clinicals to be announced**  
**January 18: Class begins**  
**March 7- 12: Spring Break**  
**April 21-25: Easter Holiday**  
**April 29: Classes end**

**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](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 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.

In **CIEP362**, the importance of diversity is consistency modeled via instructional materials, class discussions, personal experiences, and sharing of students' experiences in clinicals.

## **ACEI STANDARDS:**

### ACEI-2007.1

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.

### ACEI-2007.2.1

Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

### ACEI-2007.3.1

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

### ACEI-2007.3.2

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

### ACEI-2007.3.3

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

### ACEI-2007.3.4

Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at

the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

ACEI-2007.3.5

Communication to foster collaboration—Candidates 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.

ACEI-2007.4

Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

### **Teacher Prep Courses with Clinical Components**

**CIEP 362** has a clinical component. Location and beginning dates will be announced. Students will attend Clinicals for 4 weeks, 5 days, from 8:30am - 11:00am. 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.

**BLOCK II** has a Clinical Handbook that addresses additional responsibilities, professional teaching standards, and clinical site dispositions.

### **COURSE DESCRIPTION:**

**CIEP 362** is a writing intensive course that will focus on the theoretical and practical applications of writing processes in the content areas of elementary and middle school. However there will be an emphasis on teaching strategies that are effective in developing literacy and a literate environment across the core content areas in the areas of reading comprehension, higher order thinking skills, vocabulary skills, in addition to the writing skills. To ensure the adherence of fulfilling the needs essential to effectively participating in an ever-changing society, emphasis will be placed on the use of technology. Candidates will be required to utilize technology in research, as well as in the development of instructional materials.

Candidates will be aware of the importance of using, developing, and implementing instructional materials that exhibit the inclusion and appreciation of a diverse population's culture and beliefs. This will be reflected in the development of the performance tasks and projects required for this class. The course will also focus on the theoretical and practical applications related to the principles of curriculum and instruction. Ensuring consideration of historical, philosophical, and social issues, as well as development and design of instructional materials will be a major goal.

## **COURSE REQUIREMENTS and GRADING SCALE:**

### **Attendance**

Candidates are expected to be prompt, attend all class sessions, participate in discussions and activities, and be contributing members of the peer group. Your presence will make a difference to you as well as others in the learning community. If you need to be absent, it is your responsibility to notify the instructor. Attendance and class participation are considered in determining final grades.

### **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 and concepts from this course and others if relevant.

**Candidates are expected to complete all assignments by stated due dates.**

### **1. CLINICALS, Clinical attendance & Class Participation: (50 Points)**

Candidates enrolled in CIEP 362, are expected to attend **all scheduled classes and Clinical assignments at the designated starting times and days**. The learning and sharing experiences cannot be “made up” at a later date... attendance **is not** optional. Class participation includes participating in team activities formulated on the chapters from the texts designated for this course.

The class will be divided into teams. Each team will be responsible for summarizing assigned chapters. A schedule of chapters and presentation dates will be provided for each team.

**2. Reflective Paper: (10 Points) DUE: January 26**

Each candidate will write a paper (no longer than 2 pages please), discussing your personal philosophy, perceptions, thoughts, and/or beliefs regarding:

- the importance of possessing effective literacy skills as a facilitator of teaching and learning
- the impact of teacher expectations on student learning
- the role motivation plays regarding student achievement
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**3. Website Search: (100 Points – 25 pts per site) DUE: February 9**

Each candidate will conduct four (4) website searches for teachers that provide strategies for reading and writing ideas and activities that focus on effective instructional practices in the various content areas. These instructional practices can be utilized in either elementary, middle, or high school. You are to:

- cite each website, with a detailed description of its content
- discuss/describe how each website can be used to help you integrate writing, reading, and critical thinking skills in your classroom instruction
- give each site a rating from 1 to 5, with 5 being the highest.
- write an annotated bibliography for each site
- write your personal reflective comments that should justify your assigned ratings.

**(See an example of how the annotated web site search should be developed at the end of this syllabus).**

**4. Writing Activities: (100 Points-25 pts per paper) DUE: February 23  
(ALL types of writing are to be completed by this date; **See rubric and example at the end of this syllabus).****

There are four types of writing that every student should be familiar with that are directly correlated with reading and literacy skills.

**Type of writing**

**Topic**

#1). Narrative

**Intent:** Tell a story, recall a personal

experience or significant events in your life;  
can be fiction or nonfiction

#2). Expository

**Intent:** Inform, explain, convey factual information, etc. Some types of expository texts are: advertisements, speeches, editorials, instructions, lab reports and brochures.

**List references at the conclusion of your Paper**

#3). Descriptive

**Intent:** Describe, create a mood with descriptive adjectives, appeal to the senses

#4). Persuasive

**Intent:** Convince, influence, motivate

Each candidate will develop a written selection on each writing topic listed. Each written selection will be assessed using the attached rubric. These discourses may be combined: Expository/persuasive; narrative/descriptive; persuasive; or narrative/expository...any combination that works effectively for you. Examples will be provided in class.

**5. Review of Journals: (60 Points- 30 pts per article) DUE: March 16**

Each candidate will read **two** articles from two different professional journals (may be obtained from the Internet or library) that address, writing/reading skills/strategies, critical thinking, literacy skills in the content areas, motivation, or any topic of interest to you and your area of concentration. Write a summary of **EACH** article. At the conclusion of each summary, write your personal reactions/reflections. List the source of each article (if a journal, list name, date, etc.; if obtained from Internet, list website). Summaries will be shared orally if time permits. **See rubric and example at the end of this syllabus.**

**6. Final Project: Thematic Unit (200 Points) DUE: April 6**

Candidates will demonstrate competencies in reading theory, strategies, use of technology, integration of content area subjects, authentic connections to real-life, 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 is to be based on your designated grade level or content area. Elementary candidates' unit must contain lesson plans that cover a minimum of the integration of two different content areas.

Candidates are required to teach a segment of the unit to the class, focusing on the standards, objectives, teaching strategies, instructional activities, and assessment techniques.

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

In addition, graphic organizers must be included, demonstrating how these organizers can be utilized in teaching the various content areas. The graphic organizers must be completed as a model of how they will be utilized in each lesson. The unit is to be submitted on Live text. We will discuss the submission of graphic organizers on LT. **(See attached rubric below)**

**Rubric: CIEP 362**  
**Checklist for Instructional Thematic Unit**  
**Candidate's Self Assessment\***

**Quality:**

Criteria	Included	Not included	Outstanding	Excellent	Satisfactory
<b>Introduction that includes subject/grade/course being taught</b>					
<b>Unit contains a minimum of 5 lesson plans</b>					
<b>Objectives/Outcomes stated</b>					
<b>Local, state, or national standards written out</b>					
<b>The two additional content area subjects being integrated are stated/identified</b>					
<b>Materials and/or resources stated</b>					
<b>Lessons include instructional strategies/activities/concepts being taught</b>					
<b>A different graphic organizer (one completed, one blank ) for each lesson</b>					

<b>Description/explanation of an assessment plan for each lesson</b>					
<b>Thematic unit is submitted on LiveText &amp; in DropBox</b>					

\*Use this checklist as a self-assessment regarding the quality of your instructional thematic unit. Please provide the final grade you think your unit has earned.

**Score:** \_\_\_\_\_

**GRADING SCALE: Highest possible points:**

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

**490 - 480 = A**  
**470 - 460 = B**

**RUBRIC for the FOUR TYPES OF WRITING**

Score Point 5

**My paper addresses the appropriate discourse or type of writing: narrative, expository, descriptive, or persuasive.**

- My paper is well developed and I have more than enough information to inform the reader about the topic. The information is clearly presented with a great deal of elaboration.
- There are specific details that more than adequately explain the topic.
- I have a clear organization of ideas that are focused on the topic.
- All grammar, spelling, and punctuation are correct.
- The story, event, or purpose of my paper is interesting, easy to follow, flows, and demonstrates the creative and correct usage of vocabulary.

Score Point 4

- My paper is fairly well developed and I have enough information to inform the reader about the topic. The information is clearly presented with some elaboration.
- There are some specific details that adequately explain the topic, but some of the details may not really help explain.

- I have an organization of my ideas and I remain focused on those ideas.
- Most of the grammar, spelling, and punctuation are correct.
- The story, event, or purpose of my paper is, for the most part, interesting, easy to follow, flows, and demonstrates some creative and effective usage of vocabulary.

Score Point 3

- My paper has little development and a minimum amount of information. The information does not clearly explain the topic and some of it might even interfere with my explanation.
- I have used details but they may be the wrong details or they may not help to explain the topic.
- I wrote for the intended audience.
- I did not really make any language choices to help with style or tone.

Score Point 2

- I saw the prompt and I tried to write a response. I wrote very little and what I wrote is confusing or inaccurate.
- If I have details they are not enough to explain the topic.
- If I do have an organization it is not clear or I stray far from it.
- I may not address the intended audience.
- I did not use any language choices to help with style or tone.

**Rubric for Review of Journal Articles**

<b>Criteria</b>	<b>On Target</b>	<b>Excellent</b>	<i>Acceptable</i>	<i>Unacceptable</i>
<b>Selection Process:</b> The three articles are from <b>2</b> different & appropriate research or educational journals				
<b>Content of selected articles:</b> Articles address the concepts such as <b>writing skills</b> , reading skills & strategies, critical thinking skills, or literacy skills				

in the content areas				
<b>Organization:</b> The format, writing mechanics/ conventions demonstrate competency in writing skills				
<b>Demonstrated learning &amp; understanding of selected articles:</b> Summary demonstrates an understanding of concepts presented; pertinent points extracted & presented in a clear/concise manner. <b><u>Personal reactions/reflections regarding articles have been expressed.</u></b>				

### Self-Assessment Rubric for Technology Website Search

CRITERIA	YES	NNO
<b>Selection Process:</b> <b>Four (4)</b> websites have been selected to explore for new knowledge and information that can be utilized for future classroom application and implementation.		
<b>Content:</b> A description 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><b>Organization:</b> The description adheres to the format, writing mechanics and conventions that demonstrate competency in excellent writing skills and organization.</p>		
<p><b>Demonstrated learning &amp; understanding of selected websites:</b> Each description demonstrates an understanding of information/concepts presented. It provides significant information that gives the reader a “bird’s eye” view of its contents. Pertinent points have been extracted &amp; presented in a clear/concise manner.</p>		
<p><b>Rating:</b> Each website has been assigned a rating from 1-5 points, with <b>5 being the highest, 1 the lowest.</b> 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><b>Reflective Comments:</b> 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>		

**Example of a website description:**

Website #1:

**Reading Rockets: ABCs of Teaching Reading** (<http://www.readingrockets.org/teaching>) is a useful website about how to teach kids to read. It provides information for parents, teachers, principals, librarians, and other professionals such as school psychologists. The website has classroom strategy ideas and a lot of information about how to help struggling readers. The classroom strategy link connects to a page that explains a variety of reading and writing strategies, explains when and how to use them, and provides examples of how to incorporate them into a classroom. Another website link connects to educational PBS shows about reading, educational strategies, and how to teach children to read. The teachers' link is a very useful tool. It provides links to how to start teaching reading and writing in your classroom at the beginning of the year. It also provides links to videos in which you can see certain strategies implemented in an actual classroom. It also has a lot of professional development information so that teachers can stay informed on the newest reading and writing research.

I think that this website is organized and easy to use. It provides a lot of information about teaching reading and writing strategies as well as examples of when and how to use them in a classroom. I thought that the ELL link was especially helpful because it provided strategies for teaching ELL students to read and write. I think other students and teachers would also find this website helpful. Although the website has a lot of useful examples of when and how to use reading and writing strategies, it does not offer many sample lesson plans; therefore, **I rate the website 4 stars.**

### **Suggested Professional Journals**

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