

**CIEP 423 Advanced Literacy in the Content Areas
Loyola University Chicago- School of Education
Course Syllabus Fall 2016**

INSTRUCTOR INFORMATION

Instructor: Dr. Yvonne El Ashmawi

Email address: yelashmawi@luc.edu

Phone number: 312-915-6336

Office: WTC, Lewis Tower Room 1037

Office Hours: By appointment only

Please allow 24-48 hours for email and phone response; queries sent over the weekend or holiday will be answered the following business day.

COURSE INFORMATION

Location: Water Tower Campus, Corboy Law Center, Room 523

Course Timings: August 29th-December 7th; Wednesdays 4:15pm-6:45pm

REQUIRED TEXT:

The following texts are required for this course:

Buehl, D. (2011). *Developing Readers in the Academic Disciplines*. Newark, DE: International Reading Association.

Daniels, Zemelman, & Steineke (2007) *Content-Area Writing: Every Teachers' Guide*. Portsmouth, NH: Heinemann

Harvey, S. & Goudvis, A. (2007). *Strategies that Work: Teaching Comprehension for Understanding and Engagement*. Stenhouse Publishers: Portland, ME.

All other materials (articles, links, and chapters) will be provided either through the course website or via a library resources link embedded in the syllabus.

COURSE DESCRIPTION

This course explores how to support students' reading across disciplinary contexts. Special emphasis will be placed on analyzing the process of extracting and constructing meaning from text in the content areas. To better understand how students develop as readers, writers, and thinkers in the different academic disciplines we will examine the interactions among the reader, text, activity and sociocultural contexts in which reading occurs. Course discussions and assignments will also focus on theories of language and literacy development, ways of consuming as well as disseminating evidence based-practices, and how different models for reading and pedagogical approaches can inform instruction in the content areas for diverse learners.

COURSE LEARNING OBJECTIVES

- Understand the different language and literacy theories that inform quality reading instruction across contexts
- Understand the interactions among the reader, text, activity and socio-cultural context that influence successful reading comprehension for diverse learners
- Be able to identify characteristics of academic language
- Understand the opportunities and challenges of different text genres and modalities for diverse learners
- Apply these understandings to critique, design, assess and select appropriate evidence-based instructional practices for students from different linguistic, cultural, and economic backgrounds
- Build knowledge of a range of instructional strategies (with varying intensity) that support students' reading and thinking across different content areas
- Be able to create and evaluate engaging, supportive, rigorous, literacy-rich and socially just learning context for diverse learners

IDEA ONLINE EVALUATION OBJECTIVES

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course³
4. Developing skill in expressing oneself orally or in writing

COURSE ASSIGNMENTS AND REQUIREMENTS

Course Requirements

In-Class Participation: 35%

Participating in class discussions and activities is essential for meeting the learning goals of this course, particularly given that your diverse experiences about how to build and integrate knowledge in the disciplines can contribute to the class' deeper understanding of reading in the content areas. Students are expected to complete course readings before class on Wednesday.

Thorough preparation is particularly important because the class discussions and activities will be designed to extend, critique and supplement, as opposed to summarize the ideas in the readings.

Students will also engage in several individual and collaborative learning activities in class that include but are not limited to: in-class writing, informal presentations, jigsaw reading and presentation, facilitating class discussion, workshop hands-on activities. Collaboration with colleagues will facilitate our individual and collective success in this course.

Learning Log Entries: 20%

To support your active engagement with the course readings, build your skills as a consumer of educational research and as a way to practice an activity that can be effective with your students, you will create a cumulative learning log. Each week you should write a 1-paragraph log entry in which you note interesting and valuable ideas, points of intersection across texts, or provocative methods from the week's readings and respond to them.

Responses can include:

- your thoughts on how these ideas respond to the guiding questions
- concerns about challenges that might be encountered in school settings
- remaining questions with which you are still grappling

The format should be a “double-entry” log, in which you write a direct quote, paraphrased idea, or the “Guiding Questions” (see below) on the left-hand side of the paper and write your response on the right-hand side. You should upload these each week to the course website with the following format: Lastname_Log_Week#. These logs can function as a cumulative record of your learning in the course and also provide a metacognitive exercise where we analyze reading about reading. Periodically, you may be asked to share these with your classmates. Each entry will be graded pass/fail. **You should provide two entries each one paragraph long.**

Metacognitive Exercise in Reading: 15 % total

In this assignment you will observe and synthesize your own reading strategies, habits of mind, and disciplinary knowledge while reading a text of your choice from your discipline. Pick a short article, chapter, poem, or set of theorems particular to the discipline you would like to focus on. Reading these texts and write-up an analyses of your reading process thinking about the following questions.

- Are you monitoring your comprehension as you read and what strategies are you using?
- What aspects of the text are you attending to (visual and/or content) and why?
- What are words you immediately see as being central to understanding the text?
- What kinds of words (beyond those listed above) are central to being able to talk about this text with someone else in your discipline?
- How are the strategies you are using distinct to your discipline and why?

This assignment should be 2-3 pages double spaced Times New Roman.

Content Area Literacy Strategy Presentations 20%:

An important goal of this class is to develop your skills as a literacy leader and professional. Disciplinary literacy is a relatively new field and in order to make sure you can assume a leadership role today and in 10 years this class is also focused on enhancing your ability to research, consume, and disseminate knowledge about literacy pedagogy. The aim is to provide you with a skillset that will help you successfully approach your administrator with a

new instructional method, attend and participate in conferences that address new pedagogy, and make decisions about interventions worthy of being adopted in your own classroom or school.

You will be asked to present one strategy in each of the following areas: schema activation; vocabulary; through the reading activity; and writing. For each strategy you will lead a mini-demonstration of the strategy from a list of resources provided in class, or that has been approved by the instructor beforehand. After the demonstration you will explain a) how this strategy helps teachers b) supports students learning c) explain why the strategy works and possible variants of the activity beyond your demonstration.

Intervention Presentation/Research Project 15%:

Applying skills learned in this class regarding analyzing and evaluating evidence-based reading practices and content we have discussed in class you will prepare a presentation focused on a research-based initiative that has successfully addressed the language and literacy needs of a population of your choice. The format of the presentation will be determined based on interest level in the various topics. You will choose an initiative of interest from a list of suggested options. If you are interested in an initiative not listed please contact me to discuss this alternative option. Presentations will be 15 minutes long and will require outside research beyond course readings.

COURSE EVALUATION AND GRADING

Participation	20%
Metacognitive Exercise in Reading January	15%
Weekly Logs for Week 2,4-6, & 10	20%
Writing Presentation February 27th	5%
Pre-Final Preparation (Lesson 1) March	5%
20th Intervention Presentations April 24 th	15%
Final Paper Due April 27 th	20%

The following point system will be used to determine final grades for the course:

A+ 98.3	B+ 88.3	C+ 78.3	D+ 68.3
A 95	B 85	C 75	D 65
A- 91.7	B- 81.7	C- 71.7	D- 61.7

Dispositions

In this course you will also be assessed on dispositions. Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the

expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

LOYOLA UNIVERSITY CHICAGO SCHOOL OF EDUCATION FRAMEWORKS AND POLICIES

Conceptual Framework:

Our mission is social justice, but our responsibility is social action through education.

Our framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

The School of Education is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators. We seek to build on the assets of diverse faculty, staff, and students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, religion, ability, sexual orientation, gender, and gender identity) and holding high expectations for our educational practices that serve these nested groups.

SOE Conceptual Framework Standards (CFS)

Our conceptual framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

These conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs.

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Fairness, and the Belief that All Students Can Learn*. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

Please visit the link below for information on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

- www.luc.edu/education/syllabus-addendum/