

**CIEP 423 Advanced Literacy in the Content Areas
Loyola University Chicago- School of Education
Course Syllabus Fall 2016
Cuneo Hall, Lake Shore Campus, Room 003 (basement)
4:15 – 6:45 Wednesdays**

INSTRUCTOR INFORMATION

Instructor: Dr. Jane M. Hunt

Email address: Jhunt2@luc.edu

Office Hours: By appointment only, before or after class, or if possible at other times on the LSC campus.

I will make every effort to respond to your email questions as promptly as possible. However, please allow 24-48 hours for email response; queries sent over the weekend or holiday will be answered the following business day.

COURSE THEME: Mentoring through Literacy

REQUIRED TEXTS:

The following texts are required for this course, and students are required to bring them to class each week:

Buehl, Doug. (2017). *Developing Readers in the Academic Disciplines*. 2nd ed. Portland, ME: Stenhouse. LCCN2017018404

Harvey, S & Goudvis, A. (2017). *Strategies That Work*. 3rd ed. Portland, ME: Stenhouse. LCCN2017004524

Kuo, Michelle. (2017). *Reading with Patrick*. New York: Random House. LCCN2016036759

Additional Supplies:

Notebook for Journaling – bring to class each week

Middle Grades/Adolescent Book for small group in class book club. You will have a chance to use the LUC Curriculum Library on October 25th.

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 section is designed to address the literacy requirements of ISBE School Support Personnel.)

This course explores how to support students' literacy development 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, this course examines the interactions among the reader, text,

activity and socio-cultural 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

From ISBE Standards for School Support Personnel – Methods of Reading and Reading in the Content Area, which addresses the following standards:

- Understands how students acquire reading competency
- Understands reading deficits and reading levels, and how they contribute to a student's ability to succeed in kindergarten through grade 12.
- Understands the correlation of behavior and classroom culture (discipline, control, influence on engagement) on reading development and reading acquisition;
- Uses the skills and strategies specific to their school support personnel specialty to support to enhance reading skill development, as applicable.

And, ISBE standards for EL and diverse learners:

- Understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities
- Understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic) past experiences, talents, prior knowledge, economic disturbances and diversity within the community
- Understands the impact of linguistic and cultural diversity on learning and communication
- Understands his or her personal perspectives and biases and their effects on one's teaching
- Stimulates prior knowledge and links new ideas to familiar ideas and experiences
- Differentiates strategies, materials, pace, levels of complexity. And language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse needs
- Uses information about students' individual experiences, families, cultures, and communities

Additional standards for literacy:

- Understands the different language and literacy theories that inform quality reading instruction across contexts

- Recognizes the interconnectedness of the ELA components (reading, writing, listening, speaking & viewing and presenting) in the development of communication skills.
- Understands the interactions among the reader, text, activity and socio-cultural context that influence successful reading comprehension for diverse learners
- Identifies characteristics of academic language
- Understands 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
- Builds knowledge of a range of instructional strategies (with varying intensity) that support students’ reading and thinking across different content areas
- Recognizes, utilizes and helps students work through the writing process to communicate clearly and purposefully
- Creates and evaluates 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. (12) Learning to apply knowledge and skills to benefit others or serve the public good

Course Calendar – This is initial and adjustments may be made. Please see any updates on the Sakai course website.

Date	Topic	Assignment Due
Aug. 30	Personal introductions; Course Introduction; Mirrors, Windows, Doors; Intro to book club projects; Literacy Overview	Read ILA Article (in class and on Sakai)
Sept. 6	Reading Minute & Article of the Week Video (Gallagher) Read Like A Writer Different Types of Reading	Buehl, Chapters 1 – 2 Kuo, Part 1, (p. 70)
Sept. 13	Academic Vocabulary, Schema and Misconceptions, Making Connections and Frontloading	Buehl Chapter 3 – 4 Kuo, Parts 2 & 3 (p. 179) Sakai Post Due
Sept. 20	Literacy in specific disciplines	Buehl, Chapters 4 -5 Kuo, Parts 3 & 4 (p. 281)
Sept. 27	Intro to STW (Strategies That	STW, Chapters 1 - 4

	Work) Illinois Reads Examples	
Oct. 4	Class Online (Illinois Reading Council Statewide Conference)	Sakai Post Due
Oct. 11	Buehl - Disciplinary Literacy	Content Area Lessons
Oct. 18	Buehl - Disciplinary Literacy More challenging text - more support Book choices	Content Area Lessons
Oct. 25	Class at WTC Curriculum Library With Tracy Ruppman Select Book Club books & Intro to LUC library resources and data banks	Sakai Post Due
Nov. 1	STW Bibliotherapy and setting goals, group determines how many pages to read for the next two sessions - STW review and book overview for Parts II and III. CCSS ELA	Book Club Discussions
Nov. 8	STW Introduce text set project - could be for bibliotherapy Motivation issues linked to reading success Growth Mindset	Book Club Discussions
Nov. 15	Complete Book Club Discussions and review instructional strategies for literacy Journaling - Written Responses to Reading	Book Club Discussions
Nov. 22	Thanksgiving Holiday	No Class
Nov. 29	Share Informational Text Set Projects Final Book Report Discussions - if necessary	Text Set Projects (Groups) Sakai Post Due
Dec. 6	Share Informational Text Set Projects	Personal Essay Due
	No Exam in this course	

COURSE ASSIGNMENTS AND REQUIREMENTS - Rubrics will be posted on Sakai

Course Requirements In-Class Participation: 20%

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 Wednesdays.

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.

Online Forum Posts: 20%

Discussion topics related to course readings will be posted on the Course Forum in Sakai. Candidates will be required to respond in 300 word comments and to respond to at least one other posting. These are due on the following dates:

Sept. 13 Newspaper/periodically article link (Your own article of the week)

Oct. 4 Readings

Oct. 25 Ideas for book club books and response to session at LUC Curriculum Library

Nov. 29 Discussion of book club STW

* Comments may be posted by the Tuesday following each online class session. They will not be accepted after this. Comments are assessed in the participation rubric and are considered to be class attendance.

Book Club Discussion and STW strategy (20%): You will be asked to present two strategic activities based on *Strategies that work in a small group where you all select and read the same middle grades/ secondary level adolescent book*, either fiction or nonfiction. 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 in a Sakai post 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.

Content Area Literacy Strategy Mini Lesson Presentations (Buehl) 15%

This class is also focused on enhancing your ability to research, consume, and disseminate knowledge about disciplinary literacy pedagogy. Select an article of your choosing from Readworks or Newsela and develop a strategy to present in class as a ten minute mini lesson. Use the Buehl book as a resource.

Personal Essay (10pts) Discussion of how literacy may affect your role in your future work and how it is related to social justice. (900 – 1000 words)

Text Set Project 15% (In Pairs or small groups of three) You will be asked to pick a topic/theme for an informational text set project, i.e. biographies, community helpers, artists, athletes, presidents, scientists, etc. Consider various text formats such as poetry, periodicals and websites.

Identify a grade level and select 5 texts that work together as an instructional text set for reading/writing/ collaborative discussion lessons. The rubric for this will be posted on Sakai. This will be presented in a ppt. Candidates may work in teams to complete this assessment.

Included will be:

Overview of the topic and why it is relevant for this grade level

CCSS ELA grade level standards to be addressed

<http://www.corestandards.org/ELA-Literacy/>

ISBE Social and Emotional Standards if relevant

<https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx>

Summaries of the five texts

Readability information for the five texts

Suggested standards based literacy activities for each of the texts

COURSE EVALUATION AND GRADING

Participation:

The following guidelines for participation will be considered in the course grade:

Professional Attitude and Demeanor Part I

- 2-Always prompt and regularly attend sessions (all).
- 1-Rarely late and regularly attend sessions (No more than 1 absence).
- 0-Often late and/or poor attendance at sessions (More than 2 absences).

Professional Attitude and Demeanor Part II

- 2-Always prepared for sessions with assignments and required materials.
- 1-Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.

Level of Engagement in Class

- 2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
- 1-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
- 0-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

Integration of Readings into Classroom Participation

- 2-Often cite from readings; use readings to support points.
- 1-Occasionally cite from readings; sometimes use readings to support points.
- 0-Rarely cite from readings; rarely use readings to support points.

Listening Skills

- 2-Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
 - 1-Listen when others talk, both in groups and in sessions
 - 0-Rarely listen when others talk, both in groups and in sessions.
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Grading Scale for CIEP 423:

A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D	61 - 69
F	60 - 0

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.

CIEP 423 Advanced Literacy in the Content Areas attempts to provide graduate school support candidates with a foundation that will support all PK – 12 students in their development and access to literacy knowledge and skills. These instructional supports are intended to help mentor PK – 12 students as they develop literacy skills necessary for college and career readiness. Course readings, experiences and assessments are designed to address the needs of diverse cultural and linguistic populations, as well as the learning needs of students with cognitive, physical, emotional, social and communication challenges. Candidates will be expected to respect and consider the needs of all students and the spectrum of students’ diversity (race and ethnicity, socioeconomic status, sexual orientation, gender and gender identity)

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.

- CFS2: Candidates apply culturally responsive practices that engage diverse communities. (Content Area Lessons, Small Group Book Club Lessons)
- CFS3: Candidates demonstrate knowledge of ethics and social justice. (Personal Essay, Book Club Discussion and responses)

Syllabus Addendum

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, Inquiry, and Social Justice**. All three of these will be assessed in this course. The rubric 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

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

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.

