The University of Toledo
Judith Herb College of Education
Department of Curriculum & Instruction

Content Area Reading
CI 6410/8410 - Seminar
Spring 2016

Instructor: Susanna Hapgood, PhD   **Term:** Spring, 2016
Office Hours: Mondays 9:30 – 12:30pm,   **Class Location/Times:** GH 2090
                       3-4pm & 7 – 8pm   Mondays, 12:30 pm – 3pm
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Course Overview

> Some books are to be tasted, others to be swallowed, and
> some few to be chewed and digested; that is, some books are
> to be read only in parts; others to be read, but not curiously;
> and some few to be read wholly and with diligence and
> attention.
> > Francis Bacon

> Put simply, in the whole range of academic course work,
> American children do not write frequently enough, and the
> reading and writing tasks they are given do not require them
> to think deeply enough.
> > Judith Langer & Arthur Applebee

> That is what learning is. You suddenly understand
> something you've understood all your life, but in a new way.
> > Doris Lessing

These quotes are included on the first page of this syllabus because they are ideas to keep in mind as you move through this course. This semester is crafted to be a journey of exploration, an exploration of how it is that teachers help students to "think deeply and critically about the content underlying an academic discipline" (Vacca & Vacca, 2005). However, teachers cannot limit their focus to learning the content only:

> They must also attend to the process of learning the content:
> When content is taught in a vacuum without attention to the process by
> which it is learned, students are apt to make few connections between the
> powerful ideas underlying an academic discipline and the prior knowledge
> and experience that they bring to classroom learning situations. (Vacca &
> Vacca, 2005, p.xvii)

This semester you will explore the ways in which you can help your students think deeply and critically about the subject matter you are teaching. You will examine the literacy processes and strategies that you can use with your students as they think and learn with texts.

Course Description

Study of the integration of reading and writing in the content areas. Attention will be given to instructional methods as well as assessment practices.

Course Objectives:

1. Students will explore and explain the role of literacy in learning the content areas.
2. Students will be introduced to and use strategies that k-12 school students can apply to successfully comprehend, interpret, evaluate, and appreciate content-related texts.
3. Students will design reading and writing instruction that supports students' literacy development in k-12 school classrooms.
4. Students will create instructional goals and activities appropriate for students' active learning through interaction with print, media, and computer texts.
5. Students will develop content area curriculum that integrates reading, writing, speaking, and listening using multiple media forms throughout students' learning experiences.
6. Students will adapt instruction to accommodate students' varying degrees of literacy and linguistic proficiency.
7. Students will assess print and non-print media and adapt its use for effective instruction for diverse student populations.
8. Doctoral students will critically examine empirical research related to content area literacy.
9. Doctoral students will develop understandings of research designs for examining content area literacy.

COURSE REQUIREMENTS AND PROCEDURES

This course is intended to provoke thinking, analysis and discussion of the issues you will encounter in the readings and course activities. You will be expected to read and think critically about the assigned readings as preparation for participation in course discussions. Additionally it will be critical for you to attend to the assignments in a timely manner because the assignments have been designed to illustrate the concepts and ideas being read and discussed.

Required Texts (available electronically):

Adams, A. E., & Pegg, J. (2012). Teachers' enactment of content literacy strategies in secondary science and mathematics classes. *Journal of Adolescent and Adult Literacy, 56*(2), 151-161.

Anderson, D., & Bull, P. H. (2011). Using multimedia presentations to promote literacy in a first grade social studies classroom. *The California Reader, 44*(4), 37 – 43.

Brozo, W.G., Moorman, G., Meyer, C., & Stewart, T. (2013). Content area reading and disciplinary literacy: A case for the radical center. *Journal of Adolescent and Adult Literacy, 56*(5), 353-357.

Calo, K. M. (2011) Incorporating informational texts in the primary grades: A research-based rationale, practical strategies, and two teachers' experiences. Early Childhood Educational Journal, 39, 291–295.

Clark, S. K., Jones, C. D., & Reutzel, R. (2013). Using the text structures of information books to teach writing in the primary grades. *Early Childhood Education Journal, 41*, 265-271.

Cody, A. (2013). Writing across the content. *Kentucky English Bulletin, 62*(2), 9 – 12.

Cummins, S. & Stallmeyer-Gerard, C. (2011). Teaching for synthesis of informational texts with read-alouds. The Reading Teacher, 64(6), 394–405.

Damico, J. S. & Baildon, M. (2011). Content literacy for the 21st century: Excavation, elevation, and relational cosmopolitanism in the classroom. *Journal of Adolescent & Adult Literacy, 55*(3), 232 – 243.

Drew, S. V. (2012/2013). Open up the ceiling on the common core state standards: Preparing students for 21st-century literacy – Now. *Journal of Adolescent & Adult Literacy 56*(4).

Duke, N. & Pearson, P. D. (2002). Effective practices for developing reading comprehension. From Farstrup.A. E., & Samuels, S.J. (Eds.). What Research Has to Say About Reading Instruction (3rd ed.) (pp. 205-242). International Reading Association.

Fang, Z .& Coatoam, S. (2013). Disciplinary literacy: What you want to know about it. *Journal of Adolescent and Adult Literacy, 56*(8), 627-632.

Fang, Z., & Schleppegrell, M. J. (2010). Disciplinary literacies across content areas: Supporting secondary reading through functional language analysis, *Journal of Adolescent and Adult Literacy, 53*(7), 587-597.

Fisher, D., & Frey, N. (2013). A range of writing across the content areas. *The Reading Teacher, 67*(2), 96-101.

Flynt, E. S., & Brozo, W. G. (2009). It's all about the teacher. *The Reading Teacher, 62*(6), 536-538.

Fries-Gaither, J. (2010). Digital storytelling supports writing across content areas. *Ohio Journal of English Language Arts, 50*(1), 9 – 13.

Ganske, K., Monroe, J. K., & Strickland, D. S. (2003). Questions teachers ask about struggling readers and writers. *The Reading Teacher, 57*(2), 118 – 128.

Gaskins, I. W., & Galloway, E.P. (2010). Beyond strategy instruction: Looking at person, situation, task, and text variables. In J. Collins & T. Gunning (Eds.), Building struggling students' higher level literacy: Practical ideas, powerful solutions (pp. 199-229). Newark, DE: International Reading Association.

Graves, M. F., & Watts-Taffe, S. (2008). For the love of words: Fostering word consciousness in young readers. *The Reading Teacher, 62*(3), 185-193.

Hawkins, R. O., Hale, A. D., Sheeley, W., & Ling, S. (2010). Repeated reading and vocabulary-previewing interventions to improve fluency and comprehension for struggling high-school readers. *Psychology in the Schools, 48*(1), 59 – 77.

Hess, K. K. (2008). Teaching and assessing text structures across grades. National Center for the Improvement of Educational Assessment Report. URL: http://www.nciea.org/publications/TextStructures_KH08.pdf (last accessed 01/11/2016).

Kennedy, M. & Ihl, F.M. (2012). The old man and the sea: Navigating the gulf between special educators and the content area classroom. *Learning Disabilities Research & Practice, 27*(1), 44-54.

Lawrence, J. F., Galloway, E. P., Yim, S., & Lin, A. (2013). Learning to write in middle school? *Journal of Adolescent & Adult Literacy 57*(2), 151-161.

Lesaux, N. K., Kieffer, M. J., Faller, S. E., & Kelley, J. G. (2010). The effectiveness and ease of implementation of an academic vocabulary intervention for linguistically diverse students in urban middle schools. *Reading Research Quarterly, 45*(2), 196-228.

Mason, L. H. & Benedek-Wood, E., & Valasa, L. (2010). Teaching low-achieving students to

self-regulate persuasive quick write responses. *Journal of Adolescent & Adult Literacy 53*(4), 303-312.

O'Connor, J. S. (2012). Style over substance, *Schools: Studies in Education, 9*(1), 47 – 62.

Puckett, K., Judge, S., Brozo, W. (nd). Integrating content area literacy and assistive technology: A teacher development institute. *Southeastern Teacher Education Journal, 2*(2).

Pressley, M., El-Dinary, P. B., Gaskins, I., Schuder, T., Bergman, J. L., Almasi, J., & Brown, R.. (1992). Beyond Direct Explanation: Transactional Instruction of Reading Comprehension Strategies. *The Elementary School Journal*, *92*(5), 513–555.

Stewart-Dore, N. (2013). Coda: From content area reading to disciplinary literacy. *Literacy Learning: The Middle Years, 21*(1), 48-50.

Villano, T. L. (2005). Should social studies textbooks become history? A look at alternative methods to activate schema in the intermediate classroom. The Reading Teacher, 59(2), 122-130.

Watkins, N.M. & Lindalh, K. M. (2010). Targeting content area literacy instruction to meet the needs of adolescent English language learners. *Middle School Journal*.

Zwiers, J. (2006). Integrating academic language, thinking, and content: Learning scaffolds for non-native speakers in the middle grades. *Journal of English for Academic Purposes 5*, 317–332.

Course Texts (Recommended):

- The following are the course texts that supplement other readings for this course:
    - McLaughlin, M. (2010). *Content area reading: Teaching and learning in an age of multiple literacies.* New York: Pearson Education. ISBN-10: 0205486614. – You do not need to purchase myeducationlab.
    - Buehl, D. (2009). *Classroom strategies for interactive learning. Third edition.* Newark, DE: International Reading Association. ISBN-10: 0872076865
- Course Instructor will supply additional readings given the focus and direction of the conversations. Students may also be asked to choose additional readings related to their own content interests and curiosity.

Preparation and Participation:

An important aspect of any classroom learning community is the active engagement of students and teachers around worthwhile content. Your contributions to discussions and activities are essential to your learning as well as to the health and learning of our own community. It is your responsibility to be prepared to be an active participant by having completed the assigned readings and related written assignments. Additionally you will be expected to be an active course participant by raising relevant questions, making contributions that promote discussion, being sensitive to eliciting the ideas of others in the class, and actively engaging in small group work.

Late Assignments:

Assignments not submitted on their due date will be penalized, except under special circumstances. Under certain circumstances, an "I" or Incomplete, is an option.

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. In accordance with the ADA and university policy, if you have a documented disability and require accommodations to obtain equal access in this course; please contact

the instructor at the beginning of the semester to discuss any necessary accommodations. Please contact Student Disability Services for verification of eligibility at 419-530-4981 (voice) or 419-530-2612 (TDD).

DIVERSITY
All students enrolled in this course will be expected to: promote a collaborative and supportive educational environment in a diverse community; and, treat every individual with kindness, consideration, dignity, and respect regardless of: gender, race/ethnicity, religion, sexual orientation, impairment(s)/disability(ies), social economic status, political views, and/or other element(s) of diversity.

UT Academic Honesty Policy:
        "Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice." (Excerpted from the University of Toledo Policy Statement on Academic Dishonesty found on the UT Policy Website. Please consult website for further discussion of this policy.)

        It is essential that you cite all sources of ideas and quotes correctly and completely (including web-based resources); if you are in any doubt about when and how to do so, please ask the course instructors. ***Unlike the policies about due dates (which are somewhat flexible), this approach to intellectual honesty is ironclad. Plagiarism is not acceptable.***

The grading scale for this course is as follows:

	B+ = 86.5-89.4	C+ = 76.5-79.4	D+ = 66.5-59.4
A = 96.5–100	B = 83.5 – 86.4	C = 76.5-79.4	D = 63.5-66.4
A-= 89.5-96.4	B- = 79.5-83.4	C-= 69.5-73.4	D- = 59.5-63.4
			F= < 59

COURSE ASSIGNMENTS
<u>**For all students:**</u>

Reading Reflections:
On-going assignments related to each reading. Prompts will be provided in class and reflections will be due during the class period in which each reading is discussed. These activities will be worth 30% of your grade in the course.

Attendance and Dispositions:
The instructor keeps track of attendance and makes note of the professional dispositions with which you approach the coursework and your fellow class members. These aspects of the course are worth 15% of your grade.

More specifically, JHCOE professional dispositions describe the professional and interpersonal qualities, attitude and behavior of education professionals. Professional

dispositions speak to the character of the educator and guides how she/he engages as a professional and with the multiple stakeholders including, students, families, and professional colleagues. The professional dispositions valued by the JHCOE are:

responsibility for meeting professional and institutional standards; commitment to continuous improvement and lifelong learning by remaining current in knowledge and professional practice; commitment to ongoing assessment, reflection and inquiry in professional practice; sensitivity and responsiveness to individual and cultural differences in a diverse community; commitment to connecting with school and community; and commitment to accountability for student learning and development; responsiveness to constructive feedback; and, respect for the privacy of students and confidentiality of information.

For Masters Level Students (CI 6410) and those pursuing an Ohio Reading Endorsement

Resource Handbook

Throughout this semester, you, as all good teachers do, will need to use a variety of literacy strategies to help your students read, understand and write about the textual material that you are using. I have posted a Strategy Reference Handout that lists a plethora of strategies that you can choose from based on the needs of your students. On the handout, I have also included where they can be found in the various course texts that we are using.

Across the semester you will need to document the use of 15 strategies in which you have engaged your students in reading and writing to help them understand text. I think of this documentation as the beginning of a **Resource Handbook** that you will add to as you move through your teaching career. Even though you think you will remember what was helpful and not helpful about the strategies you use now, having some written documentation will come in handy in the future - either for your own use - or for the use of your future student teachers!!! An electronic template for the documentation will be posted on Blackboard. The documentation in your Resource Handbook is 25% of your grade.

Text Set and Lesson Plans

Teachers want to find ways to encourage their students to learn **with** text, **with a variety of texts**. We know that for a variety of reasons, the textbooks that our students use do not always present accurate information, or if accurate, they provide only a cursory treatment of the topics included. In addition, teachers have students in their classrooms who may not all be reading "on grade level," and so they must find texts that are accessible for the struggling readers as well as for the advanced readers.

Text Sets Defined

One way that teachers can manage all of these challenges is to gather "text sets" for the units of study they and their students are exploring. A text set is a collection of texts, fiction and non-fiction, print and electronic, which provide students with a variety of viewpoints, from a variety of genres on a topic. The texts in a text set should be compiled in order to appeal to the variety of interests that students might have, and they should be of varying difficulty so that all students, regardless of "reading level," can have the opportunity to learn with text.

Putting Together Your Text Set

You will create a text set consisting of at least 8 titles related to the topic of a unit that you teach. Be sure to collect texts from a variety of genres, modes, and difficulty levels that will help your students to better access the content that you are teaching.

Artifacts to Turn in from Your Text Set
- A **brief** description of the unit focus.
- A commentary in which you will explain why you chose each of these texts and how you will or did use them with your students. In this commentary, please also describe the ways in which you will have students respond to these books through discussion, writing or drama - in other words, what literacy strategies will you use with them. As you describe your rationale for the use of these texts, be sure to cite our course texts where appropriate.
- 2 lesson plans that illustrate how you have used the strategies from our course texts with these specific texts in your classroom
- An annotated bibliography for the books in this set.

More details on the assignment will be posted on Blackboard. Your Text Set artifacts are 30% of your grade.

For Doctoral Level Students (CI 8410) who are not pursuing an Ohio Reading Endorsement

Empirical Research Analysis
For this assignment, you will identify an aspect of content area literacy that is of interest to you. Additionally, you will critically examine at least 8 empirical studies related to that aspect of content area literacy you have identified. Using analyses tools that will be shared and explained, you will create a matrix in which you record the results of your analysis of the empirical research you review. This Analysis will be worth 30% of your grade in the course. (Note, that for doctoral students pursuing Ohio Reading Endorsements, there is an extra component added to the Resource Handbook assignments for which doctoral students identify and summarize related empirical articles for 8 of the literacy strategies included in the handbook.)

Study Design Assignment
In relation to the empirical research analysis assignment, doctoral students will design an empirical study that would add to the literature related to the aspect of content area literacy they identified as being of interest. Study designs will be written in a way typical of the "methodology" sections of empirical research articles. This assignment will constitute 25% of the course grade.

Course Schedule Spring 2016

Calendar	Readings/Materials	Class Topics	Due
January 11	Activity handouts	Models of comprehension Think Alouds & Informational Texts	Initial Survey (done in class)
January 18	Dr. Martin Luther King, Jr. Holiday – No Class		

January 25	Clark, S. K., Jones, C. D., & Reutzel, R. (2013). Using the text structures of information books to teach writing in the primary grades. *Early Childhood Education Journal, 41*, 265-271 Hess, K. K. (2008). Teaching and assessing text structures across grades. National Center for the Improvement of Educational Assessment Report. URL: http://www.nciea.org/publications/TextStructures_KH08.pdf (last accessed 01/11/2016).	Content area text structures and features	Analysis of upper elementary texts
February 1	Brozo, W. G., Moorman, G., Meyer, C., & Stewart, T. (2013). Content area reading and disciplinary literacy: A case for the radical center. *Journal of Adolescent and Adult Literacy, 56*(5), 353-357. Fang, Z. & Coatoam, S. (2013). Disciplinary literacy: What you want to know about it. *Journal of Adolescent and Adult Literacy, 56*(8), 627-632. Stewart-Dore, N. (2013). Coda: From content area reading to disciplinary literacy. *Literacy Learning: The Middle Years, 21*(1), 48-50.	What do we mean by disciplinary literacy?	Reading reflections
February 8	Calo, K. M. (2011) Incorporating informational texts in the primary grades: A research-based rationale, practical strategies, and two teachers' experiences. *Early Childhood Educational Journal, 39*, 291–295. Cummins, S. & Stallmeyer-Gerard, C. (2011). Teaching for synthesis of informational texts with read-alouds. *The Reading Teacher, 64*(6), 394–405.	Informational Texts and Primary Grades	Reading reflections Doctoral Students: identification of focus area for empirical research work
February 15	Lawrence, J. F., Galloway, E. P., Yim, S., & Lin, A. (2013). Learning to write in middle school? *Journal of Adolescent & Adult Literacy 57*(2), 151-161. Villano, T. L. (2005). Should social studies textbooks become history? A look at alternative methods to activate schema in the intermediate classroom. The Reading Teacher, 59(2), 122-130.	Content Area Literacy in the Middle Grades	Reading reflections Resource Handbook entries 1 – 5 OR Analysis of 2 empirical articles
February 22	Adams, A. E., & Pegg, J. (2012). Teachers' enactment of content literacy strategies in secondary science and mathematics classes. *Journal of Adolescent and Adult Literacy, 56*(2), 151-161. Fang, Z., & Schleppegrell, M. J. (2010). Disciplinary literacies across content areas: Supporting secondary reading through functional language analysis, *Journal of Adolescent and Adult*	Secondary School Students and Content Area Literacy	Reading reflections Text Set Focus Identification

	Literacy, 53(7), 587-597.		
March 1	Watkins, N.M. & Lindalh, K. M. (2010). Targeting content area literacy instruction to meet the needs of adolescent English language learners. *Middle School Journal.* Zwiers, J. (2006). Integrating academic language, thinking, and content: Learning scaffolds for non-native speakers in the middle grades. *Journal of English for Academic Purposes 5*, 317–332.	Considerations for English Language Learners	Reading Reflections
March 8	**UT Spring Break**		
March 15	Ganske, K., Monroe, J. K., & Strickland, D. S. (2003). Questions teachers ask about struggling readers and writers. *The Reading Teacher, 57*(2), 118 – 128. Mason, L. H. & Benedek-Wood, E., & Valasa, L. (2010). Teaching low-achieving students to self-regulate persuasive quick write responses. *Journal of Adolescent & Adult Literacy 53*(4), 303-312. Kennedy, M. & Ihl, F.M. (2012). The old man and the sea: Navigating the gulf between special educators and the content area classroom. *Learning Disabilities Research & Practice, 27*(1), 44-54.	Considerations for Special Education Students	Reading Reflections Text Set: list of texts
March 22	Graves, M. F., & Watts-Taffe, S. (2008). For the love of words: Fostering word consciousness in young readers. *The Reading Teacher, 62*(3), 185-193. Lesaux, N. K., Kieffer, M. J., Faller, S. E., & Kelley, J. G. (2010). The effectiveness and ease of implementation of an academic vocabulary intervention for linguistically diverse students in urban middle schools. *Reading Research Quarterly, 45*(2), 196-228.	Vocabulary	Reading Reflections Reading Reflections Resource Handbook entries 6 – 10 Four more Empirical Article critiques
March 29	Pressley, M., El-Dinary, P. B., Gaskins, I., Schuder, T., Bergman, J. L., Almasi, J., & Brown, R.. (1992). Beyond Direct Explanation: Transactional Instruction of Reading Comprehension Strategies. *The Elementary School Journal*, *92*(5), 513–555. Gaskins, I. W., & Galloway, E.P. (2010). Beyond strategy instruction: Looking at person, situation, task, and text variables. In J. Collins &	Comprehension: Cognitive Strategies	Reading Reflections

	T. Gunning (Eds.), Building struggling students' higher level literacy: Practical ideas, powerful solutions (pp. 199-229). Newark, DE: International Reading Association.		
April 5	Duke, N. & Pearson, P. D. (2002). Effective practices for developing reading comprehension. From Farstrup, A. E., & Samuels, S. J. (Eds.). *What Research Has to Say About Reading Instruction (3rd ed.)* (pp. 205-242). Newark, DE: International Reading Association.	Comprehension: Instructional Approaches	Reading Reflections
April 12	Project Work Day (Instructor at American Educational Research Association Conference)		
April 19	Anderson, D., & Bull, P. H. (2011). Using multimedia presentations to promote literacy in a first grade social studies classroom. *The California Reader, 44*(4), 37 – 43. Fries-Gaither, J. (2010). Digital storytelling supports writing across content areas. *Ohio Journal of English Language Arts, 50*(1), 9 – 13.	Using Multimedia	Reading Reflections Resource Handbook entries 11 – 15 Additional 2 empirical article critiques
April 26	Fisher, D., & Frey, N. (2013). A range of writing across the content areas. *The Reading Teacher, 67*(2), 96-101. O'Connor, J. S. (2012). Style over substance, *Schools: Studies in Education, 9*(1), 47 – 62.	Writing Across the Content Areas	Reading Reflections
May 3	**Final Text Set materials (masters students and ORE candidates)** **Study Design Assignment (doctoral students)**		

NOTE: This syllabus is subject to change due to unanticipated opportunities or conditions if the professor believes such changes are in the students' best interests.