Curriculum and Instruction: CI 360, Section 001—Fall Semester 2015

Teaching Reading and Writing in Secondary Content Areas

Instructor: Francie K. Shafer, Ph.D.  
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Office Phone: 618-453-  
Office Hours: M: 1-4 pm, W: 1-4 pm  
Scheduled

Class: Monday: 6:30 to 9 pm  
Classroom: Wham 308

Required Texts:


Required Readings: Readings are assigned for each class and will include chapters from the textbook and articles from education journals.

Course Content: The content of this methods course will include foundational knowledge of literacy processes; instructional strategies to address literacy, literacy skills, and literacy acquisition; student learning needs and characteristics, developmentally appropriate instruction and assessment for the secondary learner and learning from texts. This course’s content will specifically address the literacy strands (reading, writing, speaking/listening, academic vocabulary, and media/technology) associated with Illinois Common Core Standards for secondary learners (ISBE, 2010).

Objective: Illinois Common Core Standards, Illinois Professional Teaching Standards, as well as content specific standards for secondary learners focus on the need for teachers to possess and demonstrate content knowledge and various instruction skills to teach, assess and model appropriate and effective literacy strategies in specific content areas. This course is designed to provide the opportunities pre-service teachers need to address these standards.

Conceptual Grounding: This course is fundamentally grounded in the conceptual framework of reflective practice. In 1987, Donald Schon introduced the concept of reflective practice as a critical process in refining one's artistry or craft in a specific discipline. Schon recommended reflective practice as a way for beginners in a discipline to recognize consonance between their own individual practices and those of successful practitioners. As defined by Schon, reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline (Schon, 1996). Therefore,
students are expected to participate in class dialogues and discourses about the assigned readings and to demonstrate various instructional strategies that will help them meet the diverse literacy learning needs and characteristics of their future secondary students who are traditionally housed in grades 6-12.

Source:

### Instructor’s Expectations: Policies and Procedures

*Enter this class with a professional attitude, display a positive attitude toward others and their opinions, exhibit a willingness to listen and learn from others, and demonstrate an acceptance of our differences and similarities.*

**Attendance:** Attendance and punctuality count as 15% of your final grade for this course. It is a professional courtesy to arrive on time and prepared for class. Therefore, this instructor expects “you” to attend every class and participate in the in-class activities, discussions, group work and demonstrations. These components are important for applying educational concepts and methods and will contribute to your course participation grade. Emergency situations do arise, when that occurs; please notify the instructor via email. **However if a student misses two classes, it may result in a failing grade for the course.**

Attendance and punctuality points are part of the final course grade. **Unexcused absences result in a 5 point deduction from your grade points. Lack of punctuality also results in point deduction, usually 1.5 pts. for each tardy.**

**Accommodations:** Please notify me if you have special needs that I can address in any way and I will make every effort to accommodate your special needs.

**Technology:**
The computer lab is a valuable learning tool for the content of this course. The use of technology as a research tool advantages the content of this course as well as the students who attend the class. However, a student’s cell phone, text messaging, Instant messaging, Facebook account or MySpace account are not part of the technology component of this class/course. Professional behavior is expected. Thus, **do not** exhibit behaviors that “you” as a teacher would not allow in your classroom.

If a secondary student could not display the behavior (text messaging, cell phone use), then do not demonstrate that behavior in my classroom. Besides the use of such not only illustrates rude behavior toward the instructor and the rest of the students, but doing so does not ‘fit’ into the professional behaviors that are required from practicing teachers, clinicians, and pre-service teachers in the public school setting. So however tempting it might be to use that phone or send a text, avoid it.

**Assignments**
1. **All work is to be word processed unless otherwise directed by the instructor.**
2. All work submitted beyond the due date will be assessed a 10% penalty.
a. Additionally, the late penalty may increase due to the length of time that has elapsed from when the assignment was due and when it was completed and given to the instructor.
b. It is the policy of this instructor that work will be accepted and some points earned, no matter how late it is completed. My personal educational philosophy does not believe in ‘zero’ points unless the student does not ever complete the assignment.

3. **Due dates for assignments will be stated in class, written on the class whiteboard, posted in D2L, and listed on the course calendar.**

4. **It is the student’s responsibility to be aware of the due dates for the assignments and/or the changes in due dates aligning with the ‘pace’ of the class.**

5. **The assignment list is tentative and may change based on the progress and needs of the class and the scheduling of guest speakers.**

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**Tentative Calendar/Assignments/Tasks**

**Attendance and Punctuality:**

- 15% total points calculated

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
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<tbody>
<tr>
<td>Email contact</td>
<td>05 pts. (First day of class)</td>
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<tr>
<td>Media Literacy Tasks (Video, digital, and print)</td>
<td>60 pts. (Week 2, various other dates)</td>
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<tr>
<td>Chapter Comprehension Checks (10 pts. each)</td>
<td>60 pts. (As assigned, Week 2-15)</td>
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<td>In-class completion activities</td>
<td>50 pts. (Weeks 1-16)</td>
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<tr>
<td>Content Area Lesson Plans using strategies (2)</td>
<td>40 pts. (Week 10, Week 14)</td>
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<tr>
<td>Opening/Closing Activity/Demonstration (Content Specific)</td>
<td>10 pts. (Weeks 4-13)</td>
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<tr>
<td>Literacy Strategies Presentation w/ handout for class/Team</td>
<td>30 pts. (Weeks 10-15)</td>
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<tr>
<td>Instructional Strategies Reflection Journal</td>
<td>35 pts.</td>
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<td><strong>depends upon number of content teams and completion of strategy presentations</strong></td>
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- Article Commentaries/Reflections (20 pts. each) | 60 pts. (Week 8-12) |
- Tests (20 pts. each) | 40 pts. |

**Final Exam** is scheduled for completion during the approved Exam Week, 2015 in Wham 308.

**Grading Scale: Grade points based on conversion to percentages**

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: Below 60

***Note:** The instructor retains the right to adjust points due to addition or deletion of assignments. Percentage values on the grading scale will remain constant.

An INC is assigned when for reasons beyond his/her control, a student engaged in passing work is unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the INC grade.

**University Policies: See syllabus attachment**
Bibliography Resources:


<table>
<thead>
<tr>
<th>Date</th>
<th>Concepts/Content</th>
<th>Class Activities/Tasks</th>
<th>Homework Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>August 24th</td>
<td>Introduction to course, syllabus, books, information about authors of textbook; Anticipation Guide (What is Literacy?) Discuss professional development task for final exam, event during the semester.</td>
<td>Chapter 1 Alvermann’s text: (Read) Content Literacy and the Reading Process; Create Question Card for Chapter 1; Send Dr. Shafer an email through D2L</td>
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<td>Week 2</td>
<td>August 31st</td>
<td>What is literacy? What does it mean to be literate? We are all reading teachers, why? Language, Diversity and Culture; Foundations and Theory Fishbowl Discussion on Question Cards; Definitions, types of literacy; What do we know about Literacy and making personal connections to content?</td>
<td>Comprehension Check on Chapter 1; Continue with Chapter 1 discussion; skim Chapter 2; Read research article (CL); *Sign schedule for opening or closing task (review rubric and criteria);</td>
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<tr>
<td>Week 3</td>
<td>Labor Day, September 7th</td>
<td>No class</td>
<td>No Class, university schedule holiday No Class, review content in Chapter 1 and 2</td>
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<td>Week 4</td>
<td>September 14th</td>
<td>The many facets of literacy (definitions); Chapter comprehension (1 and 2); Begin discussion on article commentaries (why is educational research important especially in the area of literacy?) Discuss Chapters 1 and 2; Cooperative learning structure for article review (in class activity)</td>
<td>Take home test over Chapter 1 and 2 and article due September 28th</td>
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<td>Week 5</td>
<td>September 21st</td>
<td>Begin opening/closing presentations in specific content areas (continue through semester based on schedule) Discussion of assigned reading: ISBE website; Reflection/Comprehension check (test)</td>
<td>Read Alvermann’s Chapter 8 and continue to work on test</td>
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| Week 12  
November 9th | Assessment: Journal Project—Purposes of assessment | Two Stars and A Wish Activity; Continue Presentations; Discuss finalized Lesson Plan, | Take home **test** on Instructional strategy presentations; **journal commentary project due by the end of class**. Read Chapter 12: Literature in Content Area Classes |
| Week 13  
November 16th | Introduce Professional Development Task for Exam; | Q and A on exam format and task; | Take home test due; Exam: |
| Week 14  
November 23rd | Book Talk; The Learning Environment; review education model of Content, Process, Values | Review text Chapter 3 (skim); Examining adolescent literature; IS test due; discussion that connects environment and strategies | Work on Lesson Plan; a printed copy to Dr. Shafer, a digital copy through Live Text |
| Week 15  
November 30th | Classroom Environment; Integrating Technology; Media Literacy: The five W’s of Media Literacy: Authentic and reliable sources for use in the classroom | **Lesson plan is due.** Wksh: Resource compilation (in class activity) website evaluations (Internet Activity). | Read article: Fundamental Qualities of Effective Internet Literacy Instruction: An Exploration of Worthwhile Classroom Practices; |
| Week 16  
December 7th | The Reading Process: Before, During, After | Reflecting on Reading, Chapter 9: Alvermann’s text; Critical Literacy; Review of concepts and literacy strategies demonstrated this semester. | Prepare for exam, ask Dr. Shafer any questions about exam format or |
| Exam Week  
December 14th—18th | Exam, Attendance | Final Exam: | |

**Assignments/Alignment**

Attendance and Punctuality: Every class  
Email: Contact instructor: August 24th through D2L  
Assigned Chapter Readings: Comprehension Checks: Weeks 2—15  
Article Commentaries: Weeks 3-15  
In class tasks: Weeks 1-16  
Tests: September and November  
Opening/Closing Tasks: Content Specific: Begins Week 5 continues through semester until everyone completes the tasks  
Content Area Lesson Plans: Begins October 19th  
Content Team Literacy Presentations: Begin October 26th  
Commentary Journal on Presentations: Due at the end of the team presentations  
Final Exam: Professional Development: December 14th—18th