

CTRD 5710/6710: Literacy and Inquiry in the Content

Areas: Grades 6–12

Fall 2012

Wednesdays, 4:00-6:50, 2423 HC.

Instructor: Vickie Ryan, Ph.D.

Department of Curriculum & Teaching.

Office: 5068 Haley Center. Telephone: 256-658-6872

844-4434 (C&T), 844-6789 (fax).

E-mail: vlr0004@auburn.edu

Catalog description. Prerequisites: Admission to teacher education. Strategies to enhance literacy and inquiry for student's content-area learning in the middle and secondary school.

CTRD 5710/6710 is about reading to learn. We assume students beyond the primary grades have learned to read, but many students do not read efficiently enough to learn from expository and literary texts. My aim in CTRD 5710/6710 is to equip you with teaching strategies to guide your students to understand and learn the important information they read in textbooks and trade books in your content area, and to acquire strategies for learning.

Texts. The required textbook is McKenna, Michael C., & Robinson, Richard D. (2009). *Teaching Through Text, Reading and Writing in the Content Area*. Boston: Pearson. ISBN-13: 978-0-13-207472-

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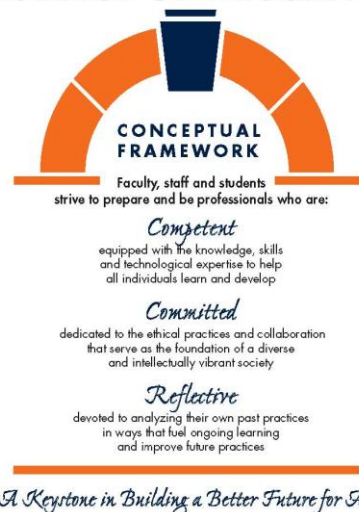
Course Goals. Those who successfully complete the requirements of CTRD 5710/6710 will know how to guide students to learn by reading content area texts with comprehension. In general, content area reading teachers prepare students to take an interest in and set purposes for what they will read, assist students' comprehension during reading, and help them reflect on what they have read. You will learn how to:

- ☞ Determine the readability of texts by formula and by qualitative analysis.
- ☞ Design pre-reading assessments of students' background knowledge.
- ☞ Prepare students to read by building their background knowledge, generating interest, and helping your students read purposefully.
- ☞ Teach students key vocabulary they will remember and use.
- ☞ Help students monitor their comprehension and locate important information during reading.
- ☞ Develop questions beyond the literal to guide students' higher-level thinking.
- ☞ Design reflective activities to help students consolidate and apply ideas and read critically.
- ☞ Design tests to assess your students' understanding of content-area concepts and skills.
- ☞ Develop writing activities to help students prepare, assist, and reflect on readings.

COURSE REQUIREMENTS

Grading Plan. Approximately 394 points may be earned by various means. Semester grades will be calculated by determining the student's percentage of this total. Please note that this is only a plan; point totals for course achievements may change during the course of the quarter if assignments are added or deleted.

COLLEGE OF EDUCATION



1. Attendance (42 points). 3 points awarded per class for attendance or with documented approved absence; 2 points with provisionally excused absence or more than 5 minutes late.
2. Unit plan/ project (140 points).
3. Class Presentation (12 points)
4. Quizzes (100 points, 10 @ 10 points each)
5. Final exam (100 points)

Attendance. Class attendance and engaged participation are essential to achieving the goals of this course. Missing class is like skipping a chapter in a book—what follows is harder to understand. In class we will try out many of the activities we are studying in order to enhance our learning.

Excused absences are defined in the *AU Bulletin*: You may be excused for personal illness, a serious illness or death of someone in your immediate family, a field trip, a religious holiday, or a subpoena. For a provisional excuse, please notify me on or before the day you miss by leaving a message by e-mail or telephone (no documentation is necessary). For a fully excused absence, you will need to provide documentation for your absence.

You will earn points by attending each class session (see grading plan above). Quizzes and late assignments will lose 10% credit per unexcused weekday late (including days we do not meet as a class), to a maximum of 30% lost credit. Assignments will be due the next weekday after an excused absence and will begin to incur late penalties the following weekday. If you must miss a class, please arrange for a classmate to secure notes and materials. Assignments may be turned in by a friend or sent by e-mail to avoid late penalties. *E-mail errors will not lessen late penalties.* Look for my acknowledgement of any assignment submitted electronically.

Unit plan project. Throughout the course you will compose and pilot components of a unit plan in your area of content specialization. You will need to locate an appropriate text unit or chapter for the students you plan to teach. I will provide specific checklists to help you prepare each component. At the conclusion of the course, you will have created an exemplary unit plan to guide your teaching of a chapter from a content area text. Specific point values for components of this project, with relevant chapter numbers in brackets, are as follows:

- 10 Photocopy an appropriate chapter or unit in a content area text; provide a 1-2 page excerpt.
- 10 Determine the readability of the unit by formula and by checklist. [3]
- 10 Develop accommodation activities to build background knowledge for struggling readers. [5]
- 10 Develop a lesson to teach key vocabulary for the unit. [6]
- 10 Design and explain a graphic organizer to show relationships among concepts in your unit. [6]
- 10 Develop purpose-setting activities to help readers focus attention during reading. [7]
- 15 Design a content literacy guide to assist students during reading. [8]
- 15 Develop an exemplary daily lesson plan using one of the major lesson formats. [9]
- 10 Plan a discussion as a reflection activity, including questions that go beyond the literacy guide. [10]
- 10 Develop a reflection activity to help students consolidate, apply, or think critically about the unit. [11]
- 20 Design a 100-point test for the unit. [12]
- 10 Extra Credit resource or activity (student choice).
- 10 Publish an edited final version of the unit plan with a table of contents.

Class Presentations and Quizzes. Quizzes will be administered with each chapter to monitor your understanding of assigned readings. My intention with quizzes is to make them so easy that anyone who has read the material carefully will do well, but so difficult that anyone who has not read will not do well. Class presentations will be assigned to small groups.

Exam. The final exam will feature both objective questions (e.g., multiple choice, true-false, and matching questions) and essay items (brief explanations, abbreviated lesson designs, and at least one extended essay (selected from several options and planned using an outline, web, or graphic). For each exam, you will think about teaching activities on texts I will provide. Exams will cover both assigned readings and class work.

UNIVERSITY AND COLLEGE POLICIES

Participation. All students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met and for initiating arrangements for missed work.

Unannounced Quizzes. There will be no unannounced quizzes.

Accommodations. Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

Academic Honesty Policy. All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Professionalism. Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

Fall 2012 Tentative Calendar: Instructor has the right to make changes in the calendar as needed.

August 22	Introductions, Syllabus, Chapter 1
August 29	Chapter 2
Sept 5	Chapter 3
Sept 12	Chapter 5
Sept 19	Chapter 6
September 26	Chapter 7
Oct 3	Chapter 8
Oct 10	Chapter 4
Oct 17	Chapter 9
Oct 24	Chapter 10
OCT 31	Chapter 11
Nov 7	Chapter 12
Nov 14	Chapter 13 / Project Presentations
Nov 28	Project Presentations / Prepare for final

