Auburn University

College Of Education

****Department: Department of Curriculum & Teaching

Reading Education

Program: Elementary Education

Course Title: Literacy and Inquiry in the Content Areas

Grades 6-12

Course Number: CTRD 5710/6710/6716

Course Credit: 3 hours

Semester: Fall 2013

Instructor: Dr. Victoria Cardullo

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Office Hours: Tues, & Thurs, 10:00-11:30 AM & Wens.

2:30-3:30 PM and by appointment.

Schedule: 4:30-7:50 Wednesdays

Classroom: 2423 Haley Center

**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.

Literacy and Inquiry in the Content Areas is about reading to learn. Because most learning in middle school and secondary content areas is by reading, Literacy and Inquiry is a basic methods course for teaching. We assume students beyond the primary grades have learned to read, but many students do not read efficiently enough to learn independently from expository and literary texts. You will learn how to scaffold students’ reading in textbooks and trade books in your content area, and how to teach students reading and study strategies for autonomous learning.

**Texts**:

Vacca, R.T., Vacca, J.L., & Mraz, M .( 2014). *Content area reading: Literacy and learning across the curriculum.* Boston: Pearson.

**Course Goals:**

Those who successfully complete the requirements of CTRD 5710/6710/6716 will know how to guide students to learn by reading. 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. Accordingly, 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:**

Semester grades will be calculated by determining the percentage of the total number of available points. Approximately 560points may be earned.

The final grade for the course is based on the following:

90%-100%= A

80%-89% = B

70%-79% = C

60%-69% = D

Below 60% = F  
Please note that this is only a plan; point totals for course achievements may change during the course of the semester if assignments are added or deleted.

You will earn points for the following achievements:

* Attendance and Participation (60 points). 3 points per class by attendance or with documented approved absence; 2 points with provisionally excused absence or more than 5 minutes late up to 15 points for participation.
* Unit plan project (200 points).
* Midterm and final exam (200 points, 100 points each).
* In class Presentation (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. For example, a 20-point assignment due Thursday would be worth 14 points at most by the following Tuesday. If you must miss a class, please arrange for a classmate to secure notes and materials or e-mail me for notes. 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 rubrics to help you prepare each component. To pilot a lesson component, you will try it out with a real student or a simulated student (an adult simulating the role of a student). 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 and dates for components of this project. This will be discussed in more detail throughout the semester.

Sept 4

10 points

Photocopy an appropriate chapter or unit in a content area text; provide 1-2 page excerpt.

Sept 4

15 points

Design a content literacy guide to assist students during reading.

Sept 11

10 points

Additional resource or activity (student choice). Develop e-reading resources to support the unit

Sept 18

20 points

Design a pre and post 100-point test for the unit. Develop a pre-assessment test to determine level of understanding (Pre and post should measure the same thing with different questions.

Sept 25

10 points

Determine the readability of the unit by formula and by checklist.

Oct 2

10 points

Develop accommodation activities to build background knowledge for struggling readers.

Oct 2~

15points

Develop purpose-setting activities to help readers focus attention during reading.

Oct 16

15 points

Develop a lesson to teach key vocabulary for the unit.

Oct 9

10 points

Develop strategies before, during and after reading to support understanding

Oct 23

15 points

Develop a writing-to-learn activity to deepen understanding of the unit. Academic journal- interact journals-process journals

Oct 30

10 points

Design and explain a graphic organizer to show relationships among concepts in your unit.

Nov 6

5 points

Integrate trade books to support scaffolding of your unit

Nov 13

15 points

Develop an exemplary daily lesson plan using one of the major lesson formats.

Nov 20

10 points

Plan a discussion as a reflection activity, including questions that go beyond the literacy guide.

Nov 27

10 points

Develop a reflection activity to help students consolidate, apply, or think critically about the unit.

Dec 4

20 points

Publish an edited final version of the unit plan with a table of contents. PDF Portfolio

**Exams:**

The midterm and final exams may feature both objective questions (e.g., multiple choice, true-false, and matching) 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 consider or devise teaching activities on texts I will provide. Exams will cover both assigned readings and class work (see calendar for schedule).

**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. All Readings are assigned for the week posted, Be sure to read prior to coming to class

Academic Calendar

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Meeting Date | Topic(s) for current week | Reading for the week of… | Assignments Due | Notes |
| Aug 21 | Chapter 1 Literacy Matters |  |  |  |
| Aug 28 | Chapter 2 Learning with New Literacies | Chapter 2 (VVM) |  |  |
| Sept 4 | Chapter 3 Culturally Responsive Classrooms | Chapter 3  (VVM) | Unit or chapter selection (Scan & Photocopy text)  Design a content literacy guide to assist students during reading. | You will be submitting a final PDF Portfolio |
| Sept 11 | Chapter 4 Assessment | Chapter 4 (VVM) | E-resources to support your unit | Websites, Wikis, Nings, Glogster, Apps, e-books |
| Sept 18 | Chapter 5 Planning Instruction for Content Literacy | Chapter 5  (VVM) | Pre-assessment test and how you plan to analyze | CCSS connections |
| Sept 25 | Chapter 6 Background Knowledge & Interest | Chapter 6 (VVM) | Readability analysis of the text used | If you are using e-books-readability of both text and the unit will be needed |
| Oct 2 | Chapter 7 Purpose Setting: Guiding the Reader | Chapter 7  (VVM) | Tools to Build background knowledge |  |
| Oct 9 | Chapter 8 Vocabulary Development and Concepts | Chapter 8 (VVM) | Strategies: activities to support understanding |  |
| Oct 16 | Midterm  Chapter 9 Writing: Interactive Journals | Chapter 9  (VVM) | Vocabulary Development |  |
| Oct 23 | Chapter 10 Text: Text features and the impact on the reader | Chapter 10 (VVM) | Interactive Journal | Outline, table of contents, elements, assessment |
| Oct 30 | Chapter 11 Learning: Scaffolding with Trade Books | Chapter11  (VVM) | Text features: Graphic Organizer | Lesson presentations Groups 1-2-3 Start |
| Nov 6 | Chapter 12 Strategies to Enhance Comprehension | Chapter 12  (VVM) | Scaffolding, How will you use trade books? | If you can’t use trade books discuss why? |
| Nov 13 | Chapter 13 Strategies to Enhance Comprehension | Text Complexity and Close Reading | Lesson Plan Development | Rubrics  Lesson Presentations Groups 4-5-6 |
| Nov 20 | Chapter 14 Supporting Effective Pedagogical Practice: Professional Development | Chapter 2 “Outside resource “ Pedagogical Practice | Discussion as a reflection activity, including questions that go beyond the literacy guide | Lesson Presentations  7-8-9-10 |
| Nov 27 | Thanksgiving Break |  |  |  |
| Dec 4 | Final exam date to be announced  PDF Portfolio Due | | | |