**CTRD 5003/6000/6006**

**Auburn University**

Department: Curriculum & Teaching

Program: Reading

Course Title: Language and Literacy in the Content Areas

Course Credit: 3 hours

Semester: Fall 2017

Instructor: Dr. Jamie Harrison [jlh0069@auburn.edu](mailto:jlh0069@auburn.edu)

Phone Number: 334-844-8278

Office: Haley Center 5080

Office Hours: By appointment: online/face-to-face options

Schedule: Asynchronous Online

Prerequisites: Admission to Teacher Education

(CTRD 5003 Only)

**1. COURSE DESCRIPTION**

**Catalog Description:**

Strategies to help fluent readers and English language learners learn content in the disciplines by strategic reading of texts.

**Text:**

* McKenna, Michael C., & Robinson, Richard D. (2006 or later). *Teaching Through Text: Reading and Writing in the Content Areas*. Boston: Pearson. Used 4th editions are practically free on Amazon.
* Echevarria, J., Vogt, M., & Short. D. (2013). *Making Content Comprehensible for English Learners*. Boston: Peason.

**Course Objectives:**

Course objectives include a subset of key indicators from the Alabama State Department of Education preservice teacher continuum (.03) and English language arts program-specific standards (.10).

**Preservice Teacher Continuum (.03)**

*Literacy*

3.3 Uses age-appropriate instructional strategies to improve learners’ skills in fluency, vocabulary, and comprehension

3.4 Integrates narrative and expository reading strategies across the curriculum

3.7 Identifies and integrates available emerging technology into the teaching of all content areas

3.8 Facilitates learners’ individual and collaborative use of technology and evaluates their technological proficiency

*Diversity*

4.1 Develops culturally responsive curriculum and instruction

4.4 Supports learners to accelerate language acquisition

4.5 Guides second-language acquisition and utilizes English Language Development (ELD) strategies

4.6 Differentiates between learner difficulties related to cognitive or skill development and those that relate to language learning

4.7 Understands and recognizes the characteristics of exceptionality in learning to assist in appropriate identification and interventions

**English Language Arts Program-specific Standards (.13)**

Getting ideas from texts and using them for comprehension, interpretation, evaluation, and appreciation. (2) (a)3. (ii)(i)

Select appropriate research-based strategies and materials to meet the needs of struggling readers, including those identified in the Alabama Reading Initiative publication *Essential Skills of Teaching Reading*. (2) (a) 3. (ii) (lll)

**2. COURSE REQUIREMENTS**

A. Participate in all class activities.

1. Complete all assigned readings.
2. Complete all class activities, quizzes, and tests on Canvas.

D. Maintain a professional presence in the online environment for this course.

E. Frequently check the course website for announcements, updates, email, and assignments.

Attendance and Participation: Class content and processes related to literacy and inquiry are based on social interaction, applications of cooperative learning activities, shared reader responses, and collaboration. Due to the participatory nature of learning experiences in this class, students are expected to have an *active* online presence and adhere to all course requirements explained in class policies.

Late Assignments: Late assignments lose 10% credit per unexcused day late to a maximum of 30% lost credit. For example, a 20-point assignment due Monday would be worth at most 14 points by Thursday. **Discussion board postings will *not* be accepted late.**

Assigned Readings: Beyond the two required textbooks, some additional readings will be available in Canvas. Readings will be discussed in various manners ranging from course Canvas discussions to embedded in-class assignments. These readings contain information that will be included in the reflections, projects, examinations, and other course requirements.

Activities: Class activities can be found in the “Agenda” section of each weekly module.

GRADUATE STUDENTS ONLY: Graduate students will be expected to take a leading role in discussion postings (see calendar). Students will be assigned to professional learning communities (PLCs) for the duration of the semester. Graduate students will lead a weekly Q & A session regarding course material and assignments. There will be 10 official discussion posts during the semester. ALL students will make an initial post to the posed question (150 words). Undergraduate students will respond to each posting by members of their learning community by asking questions, offering suggestions, comments or resources. Graduate students will also respond to undergraduate students’ posts and encourage further dialogue by elaborating ideas based on their teaching experience, other readings or linking useful resources.

**Grading and Evaluation:**

Late assignments will result in a 10% grade deduction per weekday, to a maximum 30% lost points. The grading scale will be:  90-100%  = A; 80-89  = B; 70-79  = C; 60-69  = D; 0-59  = F

**2. COLLEGE AND UNIVERSITY POLICIES**

**Participation**:

Students are expected to participate in all assignments. It is the student’s responsibility to contact the instructor if deadlines for exercises and assignments are not met. Students are responsible for initiating arrangements for submitting missed work.

You will need to log in and participate each week. Points will be awarded based on your activities in the course and your participation on the Discussion boards, quizzes, and assignments.

**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](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) (Title XII) will apply to this class. All academic honesty violations or alleged violations 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.

**Writing Center:**

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email [writctr@auburn.edu](mailto:writctr@auburn.edu) or call 334-844-7475 M-F  7:45am-4:45pm.

**Student eHandbook:**

Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.

4. TENTATIVE SCHEDULE

\*Please note that this is a tentative summary of the schedule and may change during the semester. Follow the assignments on the weekly modules in Canvas.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week  (M – Su) | Topics | Reading | Assignments | Point Value |
| Week 1  (1/11)  1/9 – 1/15 | Introductions & Funds of Knowledge | Funds of Knowledge readings (in Canvas, Week 1) | PLC Discussion Posting 1: YouTube video introduction -- What are your funds of knowledge? What do you have in common with your PLC? | 10 |
| Week 2  1/16 – 1/22 | Why study reading in the content areas?  What’s the difference between reading and literacy?  Multi-literacies | McKenna Ch 1: Importance of literacy in content areas  Multi-literacy reading to be provided | PLC Discussion Posting 2: McKenna, p. 19. | 10 |
| Week 3  1/23 – 1/29 | ELLs in the Content Areas: Sheltered Instruction  Basic principles of second language acquisition (SLA) | Echevarria, Vogt & Short (EVS)  Ch. 1: Introducing the SIOP Model  SLA Reading to be provided | Quiz 1: McKenna Ch 1, EVS Ch 1, & SLA  PLC Discussion Posting 3: SLA Assumptions | 30  10 |
| Week 4  1/30 – 2/5 | Preparing students to read.  Preparing students for literacy experiences. | McKenna Ch 5: Building background knowledge  EVS Ch. 3: Building Background vs. Activating prior knowledge | Quiz 2: McKenna Ch 5 & EVS Ch 3  Assignment 1: Building background knowledge  PLC Discussion Posting 4: Reading/text choice & lesson objectives | 30  40  10 |
| Week 5  2/6 – 2/12 | Comprehensible Input | EVS Ch. 4: Comprehensible Input | Assignment 2: Creating a scaffolded text | 40 |
| Week 6  2/13 – 2/19 | Teaching vocabulary. | McKenna Ch 6: Introducing technical vocabulary  EVS Ch 5: Strategies | Quiz 3: McKenna Ch 6 & EVS Ch 4 & 5  Assignment 3: Vocabulary activities | 30  40 |
| Week 7  2/20 – 2/26 | Setting purposes for reading.  Identifying language objectives | McKenna Ch 7: Making reading purposeful  EVS Ch. 2: Lesson Preparation | Quiz 4: McKenna Ch 7 & EVS Ch 2  Assignment 4: Purpose-setting activity | 30  40 |
| Week 8  2/27 – 3/5 | Guiding reading.  Supporting ELLs during reading & literacy activities | McKenna Ch 8: Reading guides  ELL Reading to be provided | Assignment 5: Content literacy guide with ELL support  PLC Discussion Posting 5: Grad Level Leader Topic Choice | 40  10 |
| Week 9  3/6 – 3/12 |  |  | Quiz 5: McKenna Ch 8 & ELL reading support (based on provided article) | 30 |
| Spring Break  3/13 – 3/19 |  |  |  |  |
| Week 10  3/20 – 3/26 | Using the SIOP Instrument | SIOP Video Review | Assignment 6: SIOP Instrument analysis  PLC Discussion Posting 6: SIOP Instrument analysis | 40  10 |
| Week 11  3/27 – 4/2 | Planning for instruction. | McKenna Ch 9: Scheduling reading  EVS Ch. 7: Practice & Application  EVS Ch. 8: Lesson Delivery | Quiz 6: McKenna Ch 9 & EVS Ch 7 & 8  Assignment 7: Exemplary lesson plan  PLC Discussion Posting 7: ELL focus | 30  40  10 |
| Week 12  4/3 – 4/9 | Strategies to enhance learning.  The art of questioning.  Encouraging ELL oral participation. | McKenna Ch 10: Effective questioning  EVS Ch. 6: Interaction  Reading about ELL oral participation to be provided | Quiz 7: McKenna Ch 10 & EVS Ch 6  Assignment 8: Discussion plan | 30  40 |
| Week 13  4/10 – 4/16 | Consolidating new content-area knowledge. Writing to learn.  Supporting ELL writing. | McKenna Ch 11: Extending content knowledge  Reading about supporting ELL writing to be provided. | PLC Discussion Posting 8: Grad Level Leader Topic Choice  Quiz 8: McKenna Ch 11 & ELL writing | 10  30 |
| Week 14  4/17 – 4/23 | Teaching students how to study. | McKenna Ch 12: Study skills  EVS Ch. 9: Review & Assessment | Assignment 9: Reflection activities OR writing to learn activity  Quiz 9: McKenna Ch 12 & EVS Ch 9 | 40  30 |
| Week 15  4/24 – 4/30 | Learning with trade books. |  | Assignment 10: Unit test  PLC Discussion Posting 9: Book Talk | 40  10 |
| Week 15 |  |  | PLC Discussion Posting 10: Wrap Up  Quiz 10: Final Exam Study Guide | 10  30 |
| Finals Week | FINAL EXAM | Final Exam |  | 200 |
|  |  |  |  |  |

Total Points Possible: 1000 pts.

Discussions: 100 pts.

Assignments: 400 points

Quizzes: 300 points

Final Exam: 200 points