**CTRD 5003/6000/6006**

**Auburn University**

Department: Curriculum & Teaching

Program: Reading

Course Title: Literacy and Inquiry in the Content

 Areas, Grades 6-12

Course Credit: 3 hours

Semester: Summer 2016

Instructors: Dr. Bruce Murray murraba@auburn.edu

 Dr. Jamie Harrison jlh0069@auburn.edu

Phone Number: Murray: 334-844-6934

 Harrison: 334-844-8278

Office: Murray: Haley Center 5066

 Harrison: Haley Center 5080

Office Hours: By appointment: online/F2F options

Schedule: Asynchronous/Synchronous Online

Prerequisites: Admission to Teacher Education

 (CTRD 5003 Only)

**1. COURSE DESCRIPTION**

**Catalog Description:**

Strategies to enhance literacy and inquiry for students' content area learning in the middle and secondary school.

**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), English language arts program-specific standards (.10), and advanced technology standards (.42). Final assessment of the advanced technology standards (.42) are in this course.

**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 2nd 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)**

Create meaning-including comprehension, interpretation, evaluation and appreciation-from texts. (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)

**Advanced Technology Standards (.42) - Graduate Students Only**

|  |
| --- |
| With regard to designing, implementing, and assessing technology-based learning experiences to engage students and improve learning; prepare students for successive education, careers and college; enrich professional practice; and provide positive models for students, colleagues, and the community, individuals enrolled in Class A programs shall demonstrate ability to: |
| 1. Facilitate and inspire student learning and creativity by providing a variety of learning environments that foster collaboration and innovative thinking to solve real world issues and authentic problems using digital tools and resources.
 |
| 1. Design, develop, use, manage, and assess authentic digital-age learning experiences that are aligned with subject-area content and the *Alabama Course of Study: Technology Education* to maximize content learning and address diverse learning styles, incorporating the use of formative and summative measurement tools to better inform learning.
 |
| 1. Model and facilitate innovative digital-age work and learning experiences through the effective use of current and emerging tools to ensure success in a global and digital world whereby the teacher and learner locate, analyze, evaluate, manage, and report information as well as communicate and collaborate online fluently using a variety of technology-based media formats.
 |
| 1. Promote, model, and communicate the safe, legal, and ethical principles of digital citizenship, equitable access, digital etiquette, and responsible online social interactions in a global culture including respect for copyright, intellectual property, the appropriate documentation of sources, and Internet user protection policies.
 |
| 1. Engage in professional growth and leadership activities, including modeling lifelong learning by participating in face to face and online learning communities to continuously improve professional practice using existing and emerging digital tools, resources, and current research that focuses on improved student learning, as well as promotes professional development of other educators.
 |

**2. COURSE REQUIREMENTS**

A. Participate in all asynchronous and synchronous class activities.

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

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

E. Frequently check the course website for 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. Work will not be accepted if more than a week late (without prior permission from the professor). Discussion Board postings will NOT be accepted late and will earn a 0.

Assigned Readings: All assigned texts and course materials will be available in Canvas Course Content for this class. 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 “Student Responsibilities” section of each weekly module. ALL assignments are expected to be complete.

Technology Assignments:

YouTube video introduction. Create a brief (1-3 minutes) YouTube video that introduces yourself culturally and as a reader. Use simple language accessible to ELLs, gestures, and visuals, e.g., artifacts, drawings, photographs. Be creative! (5 points). Please watch your classmates’ videos and make comments on the clarity of the videos for second-language speakers.

Internet Inquiry WebQuest Project: Students will produce a WebQuest that incorporates Internet resources, publish it, and submit through Canvas, so other classmates can review and evaluate the usefulness of the WebQuest. The WebQuest will be developed as an electronic resource for engaging elementary, middle, or high school students in literacy and inquiry that corresponds to state and national course of study standards. The grade for this project will be based on rubric evaluation completed by the instructor and possibly other class members. Qualitative and quantitative rubric criteria will be used to evaluate the extent to which the WebQuest has been revised and edited for on-line publication and has potential for involving participants in:(1) meaningful, personally relevant content, questions, tasks and processes; (2) reading and responding to a variety of appropriate information sources that take advantage of the timeliness of the internet; (3) interactions with texts that integrate content area reading, writing, and technology; (4) inquiry that promotes critical reading, thinking, and synthesis across multiple sources and from multiple perspectives; (5) appropriate scaffolding for English learners (6) and rubric assessment of standards-based learning goals. Guidelines and resources for producing and publishing the WebQuest for Internet access will be available on Canvas.

WIX: Students will create classroom home pages that incorporate before, during, and after reading strategies that also reflect strategies that support English learners, publish it, and submit the hyperlink through Canvas, so other classmates can review and evaluate the usefulness of the class resource page. The WIX will be developed as an electronic resource for students to use anytime, anywhere as they are working on their unit of study. The grade for this project will be based on rubric evaluation completed by the instructor. Guidelines and resources for producing and publishing the WIX will be available on Canvas.

GRADUATE STUDENTS ONLY

Applied Research Report. Graduate students enrolled in CTRD 6000 or 6006 must complete an applied research report in which they summarize, evaluate, and make recommendations based on the results of one or more research articles published in refereed journals. Select one research-based comprehension strategy that students can apply independently during reading. Read one or more research articles from the bibliography posted on Canvas. Explain how this strategy aids reading comprehension, and outline a plan for providing explicit instruction in the strategy. Include sample dialogue for explaining and modeling the strategy as well as ideas for practice activities. Explain how you would scaffold this strategy to support level-1 English learners, based on recommendations in Echevarria et al. (2008, 2013). Report your findings in a 3-5 page double-spaced applied-research paper in APA format (see the Owl at Purdue for information on APA format).

**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

**3. University and College Policies**

**Participation**:

Students are expected to participate in all asynchronous, synchronous 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. There will be four "real-time" meetings scattered throughout the semester in which you must participate. You will be notified of these dates as soon as possible, so you can make arrangements. Points will be awarded based on your activities in the course and your participation on the Discussion boards 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 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  | Topics | Reading  | Assignments | Point Value |
| 1May 15-21 | ELLs in the Content Areas: SIOP Why study reading in the content areas? | McKenna Ch 1: Importance of literacy in content areasEchevarria, Vogt & Short Ch. 1: Introducing the SIOP Model | \*YouTube video introduction\*Textbook Selection McKenna Ch 1 Quiz | 5510 |
| 2May 22-28 | SIOP Preparing students to read. | McKenna Ch 5: Building background knowledge Echevarria, Vogt & Short Ch. 2: Lesson Preparation   | \*Discussion PostingMcKenna Ch 5 Quiz | 2010 |
| 3May 29 -June 4 | SIOPTeaching vocabulary.  | McKenna Ch 6: Introducing technical vocabularyEchevarria, Vogt & Short Ch. 3: Building Background; Ch. 4: Comprehensible Input; Article: Language Acquisition: An Overview (from Colorin Colorado) | \*Mind Map Graphic Organizer McKenna Ch 6 QuizBuilding background knowledge Vocabulary lesson | 20101515 |
| 4June 5-11 | Setting purposes for reading. | McKenna Ch 7: Making reading purposefulEchevarria, Vogt & ShortCh. 5: Strategies Ch. 6: Interaction  | SIOP InstrumentMcKenna Ch 7 QuizPurpose-setting activity | 301015 |
| 5June 19-25 | Guiding reading. | McKenna Ch 8: Reading guides Echevarria, Vogt & ShortCh. 7: Practice & Application Ch. 8: Lesson Delivery | McKenna Ch 8 QuizContent literacy guideWebquest\*Post WebQuest link in Discussion | 1015405 |
| 6June 26 – July 2 | Planning and instruction for EBs. | McKenna Ch 9: Scheduling reading Literacy Instruction for ELLs (Cloud, Genesee, & Hamayan) –  | McKenna Ch 9 QuizExemplary lesson plan | 1015 |
| 7July 3-9 | Strategies to enhance learning.The art of questioning. | McKenna Ch 10: Effective questioning | McKenna Ch 10 Quiz | 10 |
| 8July 17-23 |  Consolidating new content-area knowledge. Writing to learn. | McKenna Ch 11: Extending content knowledge | \*Discussion PostingMcKenna Ch 11 QuizReflection or writing to learn activity | 201015 |
| 9July 24-29 | Learning with trade books.Teaching students how to study. | McKenna Ch 12: StudyArticles:-Children’s Informational Picture Books Visit a Secondary ESL ClassroomESL Reading: More on ComprehensibilityWriting Next Summary-Ideas/Examples of Writing | Annotated bibliography: Illustrated informational textsMcKenna Ch 12 QuizUnit test \*Discussion Posting | 25102020? |
| July 31 – Aug 5 | Final Exam |  |  | 100 |
| DueJuly 17 | \*GRADUATE LEVEL ONLY  |  | Research Report | 100 |
|  |  |  |  |  |

Course Assessment Map? – See VC/JH original