Department of Teaching and Learning
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Course Information

Prefix & Number	EDRL 451
Title	**CONENT AREA LITERACY INSTRUCTION**
Credits	3 Credit Hours
Semester	
Instructor	
Office/Phone/Email	
Class Location	
Office Hours	
Prerequisites	Admission to the Secondary Education Program and EDU 202 and PPST scores.
Course Description (Course Introduction)	Strategies for developing comprehension and critical reading/writing in content areas for intermediate through high school grades.
SPA Standards Addressed: Standard Domain Areas Addressed in this Course **INTASC Principles Addressed in this Course (please insert**	Interstate Teacher Assessment and Support consortium (InTASC) Standards These new model core teaching standards outline what all teachers across all content and grade levels should know and be able to do to be effective in today's learning contexts. http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standard s_A_Resource_for_State_Dialogue_(April_2011)-x1025.html - International Literacy Association Standards As the world's leading association of literacy professionals, ILA works diligently to define and describe what reading educators should know and be able to do. For more than two decades, ILA's professional standards

three subcomponents to them (performance, essential knowledge, and critical dispositions	have been used by policymakers, university and school administrators, teacher educators, and teachers at all levels to inform pre- and in-service teacher preparation and professional development and to guide professional practice. http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals Expectations for participant learning in this course fall into the categories of performance, knowledge, and dispositions congruent with Reading Standards for Professionals (2010) from the International Literacy Association (formerly, the International Association) and Model Core Teaching Standards (2011) and from the Interstate Teacher Assessment and Support Consortium (InTASC): In the category of Essential Knowledge (subject matter or discipline(s), professional field of study, pedagogical knowledge, pedagogical content knowledge and professional knowledge), students will be able to: • understand methods of matching learners with materials. [InTASC Standard 4(f)] • explore reading comprehension theory and strategies. [ILA Standard 1.1, 2.2] • understand the role of word knowledge development related to comprehension in content areas. [ILA Standard 1.1, 2.2] • understand and work more effectively with students who read poorly. [ILA Standard 1.3, 5.2, 5.3] • build a knowledge of content area materials which support students' educational, personal and social development. [InTASC Standard 4(a-r)] [ILA Standard 1.1, 5.0] • understand and use criteria for evaluating and selecting quality literature. [InTASC Standard 5(k)] • explore various reader response strategies. [InTASC Standard 1(d)] [ILA Standard 1.1] • identify the unique characteristics and contributions of young adult literature for educational purposes. [InTASC Standard 4(f)] • explore the wide variety (genres and types) and rich traditions of subject area related children's and young adult literature. [InTASC Standard 4(f)] [ILA Standard 2.3] • develop a knowledge of learning literacy with technology, media, new literacies, and in a virtual environment for content area applications. [InTASC Standard 5(i), 8(g), 8(o), 9(f)] [ILA Standard 6.2] • understand the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem

solving, invention, memorization and recall) and how these processes can be stimulated. [InTASC Standard 8(j)]
• understand critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning. [InTASC Standard 5(m)]

In the category of Professional Performance/Skills (the ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning), students will be able to:
• use multiple forms of communication (oral, written, nonverbal, digital, visual) to convey ideas, foster self-expression, and build relationships. [InTASC Standard 8(m)]
• respond to content area literature through written, oral and aesthetic means. [InTASC Standard 8(m)]
• add strategies to one's teaching repertoire for promoting authentic responses to literature. [InTASC Standard 1(d)]
• develop proficiency in assessing, selecting and using quality texts and books in content areas. [InTASC Standard 5(k)]
• locate, evaluate and use professional literature reviews. [InTASC Standard 9(c)] [ILA Standard 1.1]
• plan how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. [InTASC Standard 7(b)
• experience participating in a research project, or writing and discussing abstracts of professional and/or research articles. [InTASC Standard 9(n)] [ILA Standard 1.1]
• experience teaching and learning literacy with technology, new literacies and in a virtual environment. [InTASC Standard 5(i), 8(g), 8(o), 9(f)] [ILA Standard 6.2]
• integrate text and literature across the curriculum as a means of promoting thinking and enjoyment. [InTASC Standard 5(m,s)
• create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. [InTASC Standard 6(e), 7(a,b)] [ILA Standard 5.0]
• uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. [InTASC, 8(h)]

	• provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes. [ILA Standard 5.0] • provide opportunities for creative and personal response to literature, including storytelling. [ILA Standard 5.5] (5.5). • ensure that students can use various aspects of text to gain comprehension, including conventions of written English, text structures and genres, figurative language, and intertextual links. [ILA Standard 7.5 In the category of Critical Dispositions (values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth—guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice), students will be able to: • motivate students to make personal connections and enjoy content area literature and other materials for young adults. [InTASC Standard 3(i)] [ILA Standard 5.2] • understand that readers require both choice and voice within a classroom. [InTASC Standard 3(i)] [ILA Standard 5.2] • use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. [InTASC Standard 2(a)] [ILA Standard 4.2, 4.3, 5.1, 5.2] • learn to motivate students toward becoming life-long readers. [InTASC 9(n)] • reflect on the learning process. [InTASC Standard 4(d) & 9(d)]

Conceptual Framework: Preparing Professionals for Changing Educational Contexts. The mission of the College of Education is to achieve prominence locally, nationally, and internationally as a leading source of significant knowledge and innovative models to inform and affect policy, practice, and research http://education.unlv.edu.

The Department of Teaching & Learning holds as its central mission educational research and the preparation of educators at all levels. The department ensures that its professional education programs are based on essential knowledge, established and current research findings, and sound professional practice http://tl.unlv.edu.

Course Text and Resources

1. Vacca, R.T. & Vacca, J.A. (2016). *Content Area Reading,* New York: Harper Collins. Read comprehensively as assigned on course itinerary. Students may be asked to keep a reader response journal.
2. A computer headset for use in online work and a possible Second Life account.
3. Additional readings as assigned.

Student Assessment

Weight Percentages of Papers, Projects and Presentations (see course itinerary for due dates):

Graded Event	Percentage
I. Critical Article Review	15%
II. Chapter Presentation/Discussion, Class Participation, Activities, Critical Thinking & Invested Discussion, Course Reflections Responses, Virtual Teaching, Virtual School Curriculum Involvement, Response Journal and Assignments as Described in Syllabus	15%
III. Content Area Book Response (Includes completion of all items due on signup sheets and itinerary)	40%
IV. Exams Comprehensive Final Exam	30%
*See below for further descriptions of course projects and activities	

Professionalism will be assessed throughout the course. This includes your attitude concerning teaching/learning/reading/writing activities and assignments; your attitude toward the course, fellow students and the instructor; your participation in class activities (including team and group work) and discussion; and your class attendance. Each student begins the semester with full credit in this area, but up to 20% off the final grade will be subtracted for inappropriate activity or behavior in this category.

Course Performance Assessment Rubric: Each paper/project/presentation is graded with a Performance Assessment Rubric which will be provided in class. Other rubrics may be used.

<u>Grading Requirements and Policy:</u> A weighted average of the papers, projects, and presentations is <u>computed from the rubrics</u> to yield an overall course letter grade as follows:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

<u>Word-process all work.</u> Late assignments will lose one letter grade. Mechanical errors in work submitted for class assignments can reduce the grade.

Modes of Instruction
A variety of instructional methods will be used including group work, discussion, presentations, oral interpretation of literature, lecture, questioning, and research work.

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering
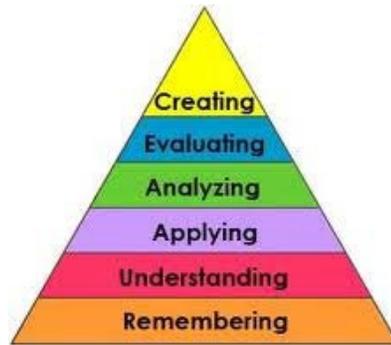
Critical Learning Events

I. <u>The Critical Article Review:</u> The critical article review will be a stand-up oral summary of a high quality article from a professional education journal (such as The

Reading Teacher, English Journal, Educational Leadership), which centers on a higher order thinking strategy. The professional article chosen should reflect contemporary thought (no earlier than 2005) or be a very good classic. Please use high-quality articles with academic substance! Since two teams may not sign up to report on the same article, choose and sign up early (the first team to list their article on the sign-up sheet locks in the article for the semester). More details will be provided in class.

II. <u>Class Participation, Activities, Discussion, Response Journal and Assignments</u>
Throughout the semester, students will be responsible for the following:
- Textbook Response Journal: to promote classroom discussion and participation (see model in class).
- Present and lead a chapter discussion from our textbook: This will be a stand-up oral summary of the chapter you have been assigned to cover. You should introduce the major concepts and lead a good discussion of the content. To facilitate discussion, all class

members are expected to have completed the assigned reading prior to class.

- Team-based Learning: This semester, we will occasionally form in heterogeneous content area Team-based learning groups in class and online. Class instructions will be forthcoming.
- Virtual Curriculum Observation and Involvement. We'll be gaining experience with virtual schooling this semester by working with students in a virtual curriculum. This will require each student to sign up for 2 sessions at the school this semester. The school site and location will be announced
- Participate in online learning and teaching.
- Course Reflections- At various times throughout the semester, students will reflect on the experiences and materials shared in this course. This reflection will center on their personal and professional growth. Some possible questions are 1) what have I learned about young adult 2) what have I learned about teaching with the literature 3) how has my understanding of teaching reading changed 4) what has made the most powerful impact, personally and/or professionally, on me and 5) anything else that is important to mention.
- There may be additional work, projects or assignments throughout the semester.

III. Literature Response Project Guidelines and Format

A. Professional and Personal Objectives for the Literature Response Project:

- read the appropriate number of books (as due on class itinerary) (½ or more non-fiction, ½ or less fiction.)
- select excellent contemporary books, dated at least 2005 and newer, which you have not previously read, can use to help transmit a love of story or subject to students, are appropriate to be used for pleasure reading and/or for literacy instruction, and are readable and interesting for the students whom you intend to teach. You may include a very few exceptionally good "classics".
- locate good sources for good books pertaining to your students. These books should come with a good recommendation from both people and book selection aids such as bibliographies from the textbook, CML lists and professional reviews.
- ENJOY the literature and discussions yourself.

B. Format for the Literature Response Project (see Literature Response model which follows for further description):

- report on ½ or more non-fiction, ½ or less fiction using the number of books in the chart below to calculate the total number of books due, based on the grade level you intend to teach. Be sure to turn in at least one book response every two weeks throughout the semester.

If you intend to teach grades:	Read and respond to:
7-college	7 books

- report using 8 1/2 x 11 standard size sheet of paper (as in the model).
- report the reading level and interest level (both may be estimated).
- use a five ***** system to rate the book on overall quality and appeal to you, with 5 stars being the highest and 1 star being the lowest on the scale.
- list bibliographic information using APA style.
- in the Schema Building, Scaffolding and Introduction to the Book section, write a few

questions to access student knowledge base about the topic or theme of the book. The questions are designed to interest and engage students in the reading material.

- summarize the book.
- for each book, write a good summary, your personal reaction and ideas for use in the classroom, and a set of thought-provoking questions.
- for each book, write your personal reaction and ideas for use in the classroom. Also comment on or explain the professional philosophy, theory into practice, the vision of optimal learning and instructional practices and/or research which underlies the instructional method and the use of the materials in the classroom.
- for each book, write a set of thought-provoking critical thinking questions, one for each level on Bloom's Revised Taxonomy (2001).

*Since the instructor must have the original of this project, keep your computer files backed up and/or make a copy for yourself before turning in your response sheets each week.

EXAMPLE

John Urban
Quality *****

Book # 2 (Category: Non Fiction-Mathematics)
Reading Level: 7+
Interest Level: 7+

McKellar, D. (2007). *Math doesn't suck: How to survive middle school math without losing your mind or breaking a nail.* New York: Hudson Street Press.

Schema Building, Scaffolding and Introduction to Book: First, I would like to discuss with students about the examples discussed in this book, such as eBay, crush, fair share, and discount. I would ask which topics they are interested in and would be fun for them to learn about the concepts. I would tell students about my experience with fair share and discount – how I know what I have gotten is fair or not and how I can access the price of clothing after the discount really quickly through easy calculation. Then, I can introduce this book saying that it contains those concepts typical middle school students can be interested in. This book would make them think that mathematics is not such a difficult subject.

Summary: This book is written by Danica McKellar who was a well-known actress and math genius. It aims to reach the students, especially female students, who are struggling with mathematics, their parents, and their teachers. Danica McKellar wants to show that math does not suck through this book, by providing tools to master the mathematics concepts that are hard for middle school students to understand. She makes mathematics concepts interesting and easy using real life examples and things that can interest young students. Some of the things that were used to introduce concepts were eBay, pizza, fair share, discounts, and *Romeo and Juliet*. It also provides

step-by-step instruction and tricks for solving mathematics problems. Lastly, the book also includes math guides and quizzes.

Personal Reaction and Uses in Class: I enjoyed reading this book and it can satisfy students' need to master mathematics concepts. There are many examples that students, especially female students, will be interested in. Also, the book addresses the question of why more males succeed in mathematical field. This book considers females' emotionality to learn mathematics,

for example by talking about crush and relating it to the mathematics concept. Because this book succeeds in making connections between mathematics concepts and the real life examples, not only about what female students would be only interested in, I would use this book in class to secure students' interest. Fractions are really confusing concept for students. I can teach comparing fractions by using the fair share concept described in the book. I would also teach fraction over fraction. When I was in Practicum, I had a chance to teach this concept and students were struggling. This book can help. Lastly, I can teach percentage using the examples of a shopping mall. I thought about this, too, when I was in Practicum, but I did not have a chance to teach it. Since many people like shopping, this concept may interest them. They can find out how much they can save and compare with similar items with other prices. I also use this concept really well when I shop, so this activity would be really funn..

Critical Thinking Questions:
1. What example was used to describe complex fractions? (Remember)
2. Explain the quick way to calculate the discounted price. (Understand)
3. In the real world, when can we use unit multipliers? List at least 5 examples. (Apply)
4. Why do we have to use unit multipliers? (Analyze)
5. In chapter 12, there is math horoscope. Was it fun for you to read it?

IV. Exams
The nature of the course examinations will be discussed in advance. Content reviews will also be offered. The textbook chapters are interesting, but lengthy and packed with information. Be sure to keep up on a weekly basis.

V. Additional Assignments
The instructor may occasionally make additional assignments to be completed and discussed online or in class

Syllabus Notes

A variety of instructional methods will be used including group work, discussion, presentations, oral interpretation of literature, lecture, questioning, and research work.

As a consideration to your classmates, instructor, and the general conditions of the classroom environment, please do not bring cellular phones to class sessions. No talking or texting will be tolerated.

Use of Library Resources:

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

College of Education Policies
College Accreditation
Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

Teacher Licensure
Misdemeanor or felonious conviction(s) may bar teacher licensure in Nevada or other states. If you have any questions, please direct them to the Director of Teacher Education, CEB 301, 895-4851.

SPECIAL NOTES

Academic Misconduct
Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright
The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely

responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)
The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy
Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching
The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:
https://www.unlv.edu/provost/teachingandlearning
https://www.unlv.edu/provost/transparency

Incomplete Grades
The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted

accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Rebelmail
By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations
The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at:
http://www.unlv.edu/registrar/calendars.

Library Resource
Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.