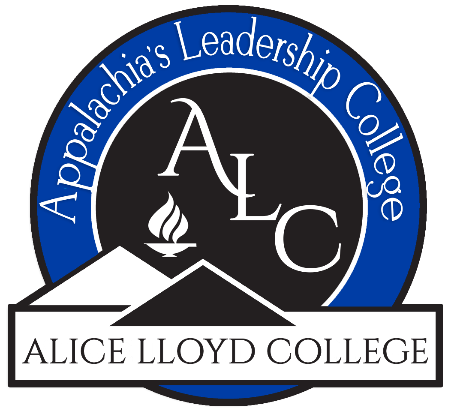
**Alice Lloyd College Teacher Education Preparation**



**Education 322**

**Content Area Literacy**

**Spring, 2024 MWF JBAC 250**

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| **Alice Lloyd College Outcomes for**  **Education Students** | |
| **Student will plan for effective learning for all students.**  **KTPS 1, 2, 3, 6, 7, 8, 9, 10** | **Student will understand and apply content knowledge.**  **KTPS 4, 5** |
| **Student will use effective instructional practices.**  **KTPS 1, 2, 3, 6, 7, 8** | **Student will demonstrate professional responsibility.**  **KTPS 9, 10** |

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| --- | --- | --- |
| **Teacher Education Program Dispositions** | | |
| **Disposition** | **Description** | **How it is addressed in class** |
| **Character** | Initiative, work ethic, respect for self and others | Each student is responsible for completing several course objectives. |
| **Capability** | Content knowledge, critical thinking skills, creative thinking skills | Each student is responsible for completing several course objectives. |
| **Service** | Serves the college through activities, serves schools through volunteer work, serves the community through volunteer work | Each student will engage in a range of activities serve the community. |

***Standards, Dispositions and Outcomes***

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| --- | --- |
| **Kentucky Teacher Performance Standards** | **Class Experiences that Align to Standards** |
| **1: Learner Development** | Students will develop a record of responses to the literature of the class. The students will respond verbally to questions raised by the professor, their peer and the literature of the class. |
| **2: Learning Differences** | Students will develop a record of responses to the literature of the class regarding learning differences. The students will respond verbally to questions raised by the professor, their peer and the literature of the class regarding learning differences. Students will witness and address learning differences amongst the class members. |
| **3: Learning Environments** | Students will develop a record of responses to the literature of the class regarding learning environments. The students will respond verbally to questions raised by the professor, their peer and the literature of the class regarding learning environments. Students will be exposed to a variety of learning environments within the class. |
| **4: Content Knowledge** | Students will develop a record of responses to the literature of the class regarding the class’s content knowledge. The students will respond verbally to questions raised by the professor, their peer and the literature of the class, regarding the class’s content knowledge. |
| **5: Application of Content** |  |
| **6: Assessment** | The students will respond verbally to questions raised by the professor, their peer and the literature of the class, regarding assessment. Students will also be responsible for helping to craft and articulate the formative and summative assessments for the class. |
| **7: Planning for Instruction** | The students will respond verbally to questions raised by the professor, their peer and the literature of the class, regarding instruction. Students will also be responsible for helping to craft and articulate the planning of instruction for the class. |
| **8: Instructional Strategies** | The students will respond verbally to questions raised by the professor, their peer and the literature of the class, regarding instructional strategies. Students will also be responsible for helping to craft and articulate the instructional strategies for the class. |
| **9: Professional Learning Ethical Practice** | Students will develop a record of responses to the literature of the class regarding ethical practice within the profession. The students will respond verbally to questions raised by the professor, their peer and the literature of the class regarding ethical practice within the profession. |
| **10: Leadership and Collaboration** | Students will develop a record of responses to the literature of leadership and collaboration. The students will respond verbally to questions raised by the professor, their peer and the literature of the class, regarding leadership and collaboration. |
| **EPSB Crosscutting Themes** | **How these will be addressed in class** |
| **Diversity** | Students will develop a record of responses to the literature of diversity. The students will respond verbally to questions raised by the professor, their peer and the literature of the class, regarding diversity. |
| **Technology** | Students will be responsible for engaging an online syllabus. Students will also be responsible for finding, reviewing, critiquing, updating and adding to the syllabus as needed. The content of the syllabus is designed to engage learners in a collaborative fashion which allows them to solve and resolve learning issues in a meaningful manor. |

***Additional Standards Addressed***

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| AMLE Middle Level Teacher Preparation Standards  International Literacy Association Standards for the Preparation of Literacy Professionals MS/HS  International Literacy Association Standards for Middle and High School  Kentucky Academic Standards for content areas of students |

**Prerequisite:** Educ 321; Admission to TEP or permission of the instructor.

**Co-requisite:** Educ 311, 312, or 313.

**Course Description:** This course provides an overview of teaching literacy skills in content areas while exploring how to support student literacy development across disciplines. Emphasis will be placed on analyzing the process of extracting and constructing meaning from texts. The course will focus on the methods and materials that can be used to support the development of proficient and critical readers in academic content areas.

**Text:** None

**Course Objectives:**

1. Complete all reading assignments prior to the class in which the material will be discussed.

2. Participate in class frequently.

3. Complete the mid-term exam.

4. Complete the final exam.

5. Attend all classes.

**Course Requirements:**

1. Complete all reading assignments prior to the class in which the material will be discussed.

2. Attend class regularly.

3. Complete the mid-term exam.

4. Participate in class frequently.

5. Complete the final exam.

**Schedule**

**Wednesday January 10**

Log on

and

“the great chain of being”

**Friday January 12**

“’Largest score decline’ in reading for nation’s 9-year-olds, first-ever drop in math”

<https://www.usatoday.com/story/news/2022/09/01/naep-reading-math-nations-report-card-scores-drop/7957660001/>

and

“A Closer Look at the Five Essential Components of Effective Reading Instruction” (read pages 1-16)

<https://files.eric.ed.gov/fulltext/ED512569.pdf>

**Monday January 15**

No Class – Martian Luther King Day

**Wednesday January 17**

I’ll be out of town – No Class

**Friday January 19**

“Integrating Reading and Writing”

<https://writing-speech.dartmouth.edu/teaching/first-year-writing-pedagogies-methods-design/integrating-reading-and-writing>

**Monday January 22**

“7 Ways to Teach Word Analysis Every Day”

<https://alyssateaches.com/7-ways-to-teach-word-analysis-every-day/>

**Wednesday January 24**

# Kendra Hurley, “The Decades-Long Travesty That Made Millions of Americans Mistrust Their Kids’ Schools”

# <https://slate.com/human-interest/2023/10/reading-phonics-literacy-calkins-curriculum-public-school.html>

**Friday January 26**

You Present

**Monday January 29**

“Building Vocabulary”

<https://www.teachervision.com/teaching-strategies/building-vocabulary>

**Wednesday January 31**

“Concept- Oriented Reading Instruction”

<https://www.readingrockets.org/article/concept-oriented-reading-instruction-cori>

**Friday February 2**

You Present

**Monday February 5**

“Responsibly Incorporating Technology into Literacy Instruction”

<https://iowareadingresearch.org/blog/incorporating-technology-literacy-instruction>

**Wednesday February 7**

Theories of Literacy and Theories of Literacy of Development

<https://sitwe.wordpress.com/2015/12/14/306/>

**Friday February 9**

You Present

**Monday February 12**

“Grit matters when a child is learning to read, even in poor South African Schools”

<https://theconversation.com/grit-matters-when-a-child-is-learning-to-read-even-in-poor-south-african-schools-157982>

Mid-terms handed out

**Wednesday February 14**

“Implementing the Text Structure Strategy in Your Classroom”

<https://www.readingrockets.org/article/implementing-text-structure-strategy-your-classroom>

**Friday February 16**

You Present

**Monday February 19**

“5 Tips for Creating a Classroom Environment Where Kids LOVE to Read”

<https://learningattheprimarypond.com/blog/how-to-teach-students-to-enjoy-reading/>

**Wednesday February 21**

“5 Ways to Support Student Who Struggle with Reading Comprehension”

<https://www.edutopia.org/article/5-ways-support-students-who-struggle-reading-comprehension>

**Friday February 23**

You Present

**Monday February 26**

“Vocabulary”

<https://www.readnaturally.com/research/5-components-of-reading/vocabulary>

Mid-terms handed due

**Wednesday February 28**

“Kentucky Academic Standards” (Just get a sense of it)

<https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Reading_and_Writing.pdf>

**Friday March 1**

You Present

**Monday March 4**

“What is Readability of How Does It Work”?

<https://textinspector.com/what-is-readability-and-how-does-it-work/>

**Wednesday March 6**

“A Powerful Approach to Reading Instruction”

<https://www.edutopia.org/article/powerful-approach-reading-instruction>

**Friday March 8**

You Present

**Monday March 11 - Friday March 15**

No Class – Spring Break

**Monday March 18**

“Implementing the Text Structure Strategy in Your Classroom”

<https://www.readingrockets.org/article/implementing-text-structure-strategy-your-classroom>

**Wednesday March 20**

“Evidence-Based Assessment in the Science of Reading”

<https://www.ldatschool.ca/evidence-based-assessment-reading/>

**Friday March 22**

You Present

**Monday March 25**

Grame Smith, “Leverage Chat GPT for Reading Comprehension Questions to Boost Literacy Skills”

<https://thisisgraeme.me/2023/10/24/chat-gpt-for-reading-comprehension/>

**Wednesday March 27**

“Diversity in Literature”

<https://scholar.umw.edu/cgi/viewcontent.cgi?article=1008&context=education>

**Friday March 29**

No Class – Good Friday

**Monday April 1**

“Dos and Don’ts for Using Informational Texts with Young Learners”

<https://home.edweb.net/dos-and-donts-for-using-informational-texts-with-young-learners/>

**Wednesday April 3**

I will be out of town. Class canceled.

**Friday April 5**

I will be out of town. Class canceled.

**Monday April 8**

“What Makes Your Child “TicK”?

<http://www.hanen.org/helpful-info/articles/what-makes-your-child-tick-.aspx>

**Wednesday April 10**

“What Should You Do? Approaching Ethics through Literature”

<https://www.ala.org/aboutala/offices/resources/ethics>

**Friday April 12**

You Present

**Monday April 15**

“Assessing Prior Knowledge”

<https://catlintucker.com/2019/08/assessing-prior-knowledge/>

**Wednesday April 17**

“What is Evidence-Based Reading Instruction”?

<https://pridereadingprogram.com/orton-gillingham-introduction-course-evidence-based-reading-instruction/>

**Friday April 19**

You Present

**Monday April 22**

“Goodman on the Construction of Meaning in Reading”

<https://newlearningonline.com/literacies/chapter-5/goodman-on-the-construction-of-meaning-in-reading>

**Wednesday April 24**

“What is the Science of Reading”

<https://www.reallygreatreading.com/what-is-the-science-of-reading-and-phonics>

**Friday April 26**

Last Day of Class

**Monday April 29 - Friday May 3**

Final Exams

**Monday May 4**

Commencement

**Friday April 7**

Good Friday

**Wednesday April 12**

“What is Determining Importance”?

<https://klumbcomprehensionstrategies.weebly.com/determining-importance.html>

**Friday April 14**

You Present

**Monday April 17**

“Reading and Writing to Synthesize”

<https://courses.lumenlearning.com/suny-esc-introtocollegereadingandwriting/chapter/reading-writing-to-synthesize/>

**Wednesday April 19**

“Introduction to literacy in Design and Technologies”

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/introduction-to-literacy-in-design-and-technologies.aspx>

**Friday April 21**

You Present

**Monday April 24**

“Confessions of a Late Reader: How Books Changed Me”

<https://booksandbao.com/confessions-of-a-late-reader-how-books-changed-me/>

**Wednesday April 26**

**Friday April 28**

Last Day of Classes

**Monday May 1 - Friday May 5**

Final Exams

**Teaching Methods/Technology:**

The class will be discussion based and research intensive. We will use the best technology available to us. The class will also include lectures, focused discussions, specific readings, research assignments, in class reviews, written summaries and cumulative evaluations.

**Class Attendance Policy:**

Students and faculty should realize that one of the most vital aspects of a college experience is attendance and punctuality in the classroom and that the value of this experience cannot be exclusively measured by testing procedures alone. Should the occasion arise in which a faculty member is unavoidably detained for a class, students must wait a minimum of 15 minutes before leaving. If students find it necessary to miss a class, it is their responsibility to arrange with the instructor to make up all work missed. Instructors must devise their own attendance policies, have them approved by the Dean of the College, include them in the course syllabi, and explain them to students. Continuation in class for a student who misses more than 20% of class time during any one semester, whether excused or unexcused, may be possible only after consultation with the faculty member involved and Dean of the College.

**Writing Across the Curriculum:**

This course provides a means of addressing student writing proficiency. Students will keep a journal reviewing the major class readings, class reflections and the final exam.

**Cultural Diversity and Global Perspectives:**

The wonder of a liberal arts education is a search for the truth. In this class we will follow that wonder in all its richness and possibility, regardless of where those paths may lead us.

**Critical Thinking:**

Alice Lloyd College has a goal to improve the critical thinking abilities of its students. The College has adopted Paul and Elder’s (2007) definition of critical thinking, which defines critical thinking as, “the art of analyzing and evaluating thinking with a view to improving it” (p. 4).

Source: Paul, R., & Elder, L. (2007). *The Miniature Guide to Critical Thinking Concepts and Tools* (4th ed.). Tomales, CA: Foundation for Critical Thinking Press.

**Dress Code:**

Alice Lloyd College has a long-standing tradition of emphasizing development of the total person and a commitment to personal and community enhancement. As members of the campus community, students are expected to dress modestly and appropriately for various occasions.

The College recognizes that “modest” or “appropriate” is often loosely defined in society at large. Therefore, the following guidelines are offered to assist students in choosing suitable dress:

Professional Day (Tuesday) Dress: Professional dress will be required of all students on central campus until 2:00 p.m. and for all convocation programs. Central campus includes all of the campus buildings with the exception of the gym, maintenance building, fitness center, and the residence halls.

**Plagiarism Statement:**

Plagiarism is the act of using another person’s ideas or expression in your writing without acknowledging the source… In short, to plagiarize is to give the impression that you have written or thought something you have in fact borrowed from someone else. Plagiarism often carries severe penalties, ranging from failure in a course to expulsion from school.

The most blatant form of plagiarism is to repeat as your own someone else’s sentences, more or less verbatim… Other forms of plagiarism include repeating someone else’s particularly apt phrase without appropriate acknowledgement, paraphrasing another person’s argument as your own, and presenting another’s line of thing as though it were your own…

**The Parameters:**

This syllabus has been informed by the *Kentucky Academic Standards: Reading and Writing*, adopted 2019 and the *Common Core State Standards Initiative: English Language Arts Standards*. The *MLA Handbook for Writers of Research Papers*, New York Modern Language Association of America, 1988, the Alice Lloyd College Handbook, the Alice Lloyd College website, letters from Dean Laffie Crum and the syllabi of previous professors.

Syllabus Updated: January 1, 2024