**Course Description:**
Covers philosophy, methods, and materials for teaching content area literacy skills. Examines assessment and instruction strategy; offers opportunities for classroom observation and participation. Requires 20 hours of fieldwork. Not challengeable. 3.000 Credit Hours
No Prerequisites.

**Learner Outcomes:**
Students who take this course will be able to:
1) Teach organized, systematic, explicit skills that promote fluent reading, including decoding skills and spelling patterns;
2) Teach comprehension skills by (a) using strategies for developing students’ background knowledge and academic language and (b) providing explicit instruction in strategies such as analysis of text structure, summarizing, questioning, and making inferences;
3) Use diagnostic assessment strategies for individualized and content-based reading instruction;
4) Use strategies for promoting the transfer of primary language reading skills into English language reading skills;
5) Address the needs of students with varied reading levels and language backgrounds, including English language learners, students with reading difficulties, and students who are proficient readers;
6) Promote the use of oral and written language in a variety of formal and informal settings;
7) Understand and explain how students learn to read and how the phonological and morphological structures of the language contribute to this process;
8) Demonstrate professionalism related to secondary reading and language arts, including knowledge of professional organizations, journals, and other resources.
9) Incorporate content area standards that identify literacy strategies and approaches to all fieldwork hours and literacy lesson plans.

**Course Requirements/Grading Criteria:**

- Punctuality & regular attendance in class; *5 points will be deducted for each hour or portion of an hour missed* 50 points
- Blackboard discussion responses 25 points
- Fieldwork forms downloaded & brought to class 5 points
- Reading Study Guides 75 points
- Group Vocabulary Lesson 45 points
- Reading Comprehension Lesson 65 points
- Literacy & Diversity Group Project 50 points
- Secondary Reading Assessment Inventory 75 points
- Observed Lesson (by FW Supervisor) 32 points
- Fieldwork Log 30 points
- Resource Notebook 38 points
- Midterm Exam 50 points
- Final Exam 100 points
- **TOTAL 640 points**

*Your participation in this course demonstrates your commitment to the education field. Your understanding of the content and your participation in course activities with your peers are vital to your on-going learning. Your attendance affects your grade. Any student who misses **15% or more** (3 classes!) of class time shall receive a fail grade, or an incomplete, at the discretion of the instructor and consistent with the policies outlined in the ULV catalog. (Absences due to participation in a school-related function will need to be made up through alternative activities. You must provide signed documentation of school-related function prior to event in order to arrange for alternative assignments.)

**Grading Policy:**

PLEASE NOTE: THERE IS A 10% PENALTY PER WEEK FOR ANY ASSIGNMENT THAT IS SUBMITTED PAST THE DUE DATE. Any assignment submitted **after the due date and before the next class period** is counted as **late**.

Any one assignment that is not representative of a graduate level quality (B- or below) may be revised and resubmitted for a new grade. However, the highest grade that a revised paper or project may receive is 85% (a B). **Only one assignment** (excluding the midterm or final) may be revised during the semester. Grades will be determined on a percentage basis:

- 94-100% = A;
- 90-93.9% = A-;
- 87-89.9% = B+;
- 83-86.9% = B;
- 80-82.9% = B-;
- 77-79.9% = C+;
- 73-76.9% = C
**Incomplete:**
Please note that a grade of incomplete will be assigned ONLY in cases of emergency illness or other serious and unexpected circumstances. Assignments turned in subsequent to the university term to fulfill “incomplete” requirements will receive late penalties, just as do late assignments submitted during the regular semester.

**Fieldwork:**
California Commission on Teacher Credentialing requires student to complete 20 hours of fieldwork in a secondary classroom (7-12). Fieldwork hours that are not finished will not automatically be granted an incomplete.

**Required Texts:**
- **One literature circle book to be determined**

**Recommended Readings:**
- Elliott, Joan B. & Dupuis, Mary M. (ed.) (2002). *Young Adult Literature in the Classroom Reading It, Teaching It, Loving It.* Newark, Delaware: International Reading Association.

**Schedule of Topics, Assignments, and Exams**

**Session 1**
**TOPIC:** INTRODUCTION TO CLASS
Welcome
Syllabus & Course Overview
Personal Information & Introductions
Fieldwork Requirements
A beginning look at literacy and reading in the content area classroom
Text preview
Literature Circle introduction and book selection
Introduction to blackboard

DUE: Bring Alvermann text to class

Session 2
TOPIC: CONTENT AREA LITERACY, THE READING PROCESS;
LANGUAGE, DIVERSITY, AND CULTURE

Assumptions underlying content teaching
What it means to be literate
Content Area Standards and Literacy Instruction
The reading process
Language as a Vehicle for teaching & learning content
Diversity in language and learning
Universal Access and Differentiated Instruction
Teaching and learning in culturally diverse classrooms
Culturally responsive professional growth
Into, through, beyond lesson format
Assign reading/roles for literature circles

DUE: Alvermann-Ch. 1 pp. 2-33
Alvermann-Ch. 2 pp. 35-61
Candidate Location Information Form-Completed
**Downloaded Fieldwork Documents (hardcopy)**
**Bring book for literature circles**
**Initial response to Blackboard Discussion Topic #1 Due 6:30 pm tonight**

Session 3
TOPIC: CREATING A FAVORABLE LEARNING ENVIRONMENT AND
PREPARING TO READ

Affective characteristics
Forms of grouping
Universal Access and Differentiated Instruction
Creating community with technology and multimedia
Content Area Standards and Literacy Instruction
Conflict resolution
The role of prior knowledge
Assessing and building on prior knowledge
Activating schema or prior knowledge with pre-reading strategies
ABCs of a good lesson plan
Integrating PEP into your lesson

DUE:  
Alvermann-Ch. 3 pp. 63-86  
Alvermann-Ch. 6 pp. 164-187 (continued next page)

Study Guide #1  
Two replies to Blackboard Discussion Topic #1 Due 4 pm  
Print out Group Vocabulary Lesson form from Black Board for next week.

Session 4

TOPIC: INCREASING VOCABULARY AND CONCEPTUAL GROWTH LEARNING ENVIRONMENT

Instructional Decision Making  
Planning and Educational Technology  
Content Area Standards and Literacy Instruction  
Learning words and concepts  
How students learn vocabulary  
Teaching Vocabulary  
Universal Access and Differentiated Instruction  
*Group Vocabulary Lesson Plan Introduced (Due session 7)*

DUE:  
Ch. 4 pp. 88-103  
Ch. 8 pp. 228-244  
Initial response to Blackboard Discussion Topic #2 Due 6:30 pm tonight

Session 5

TOPIC: CONTINUATION OF VOCABULARY STRATEGIES

Structured frameworks for content literacy lessons  
Content Area Standards and Literacy Instruction  
Beyond the daily lesson plan  
Universal Access and Differentiated Instruction  
Developing Students’ Independence  
Reinforcing Vocabulary

DUE:  
Ch. 4 pp. 103-121  
Ch. 8 pp. 245-264  
*Literature Circle Book Presentations*  
Two replies to Blackboard Discussion Topic #2 Due 4 pm  
Study Guide #2  
Print out SRI form from Black Board for next week.
Session 6

TOPIC: READING TO LEARN

Constructing meaning with text
Helping students comprehend
Content Area Standards and Literacy Instruction
Universal Access and Differentiated Instruction
Questions and questioning
Comprehension guides
Sensing and responding to text structure
Intro Secondary Reading Inventory (Due Session 14)

DUE: Ch. 7 pp. 189-226
Bring: Globe Fearon Secondary Reading Inventory Assessment text
Print out Reading Comprehension form from Blackboard for next week.

Session 7

TOPIC: STUDYING AND STUDY STRATEGIES

Prerequisites for effective studying
Accessing information
Preparing for tests
Using Study strategies
Universal Access and Differentiated Instruction
Content Area Standards and Literacy Instruction
Intro Reading Comprehension Lesson (Due session 12)
Mid-Semester Review

DUE: Ch. 11 pp. 338-361 (continued next page)
Bring: content area textbook (teacher’s or student’s edition)
Study guide #3
Group Vocab lesson- taught in class. Lesson plan chart & report due.

Session 8

TOPIC: MIDTERM

Webquest

DUE: Fieldwork logs for at least 5 hours and Supervision Agreement form
Resource Notebook
Initial response to Bb Discussion Topic #3 Due 6:30 pm tonight
Session 9

TOPIC: REFLECTING ON READING; DEVELOPING LIFETIME READERS: LITERATURE IN CONTENT AREA CLASSES; INTRODUCTION TO SSR

Engaging students through discussion
Guiding student reflection
Promoting critical literacy

*Introduce Reading Comprehension Lesson*

Content Area Standards and Literacy Instruction
Universal Access and Differentiated Instruction
Benefits of using literature in content areas
Encouraging responses to literature
Integrating literature into content areas
Developing awareness of diversity through literature
Sustained Silent Reading

DUE:

Alvermann-Ch. 9 pp. 266-289
Alvermann, Ch. 12, pp. 363-387
Pilgreen Ch. 1-3 pp. 1-30

Two replies to Blackboard Discussion Topic #3 Due 4 pm
Print out form from Black Board for next week- Cultural Lit Group Project
(Due session 15)

Session 10

TOPIC: SSR (Cont); WRITING ACROSS THE CURRICULUM

Role of SSR in developing proficiency
Eight critical factors to include in an effective SSR program
What content teachers need to know about writing
Writing activities for content areas
Content Area Standards and Literacy Instruction
Universal Access and Differentiated Instruction

*Introduce Cultural Literacy Group Project*

DUE:

Pilgreen Ch. 4-6, pp. 31-102
Alvermann, Ch. 10, pp. 291-322

Study Guide #4
Initial response to Bb Discussion Topic #4 Due 6:30 pm tonight

Session 11

TOPIC: WRITING ACROSS THE CURRICULUM (Cont.)

Writing to inquire
Responding to student writing
Universal Access and Differentiated Instruction
Content Area Standards and Literacy Instruction
DUE: Alvermann Ch. 10, pp. 322-336
2 replies to peers for Discussion topic #4 by 4 pm

Session 12
TOPIC: ASSESSMENT OF STUDENTS AND TEXTBOOKS
Tests and testing: A consumer advisory
Types of assessment
Learning about students
Grades and grading
Universal Access and Differentiated Instruction
Content Area Standards and Literacy Instruction
Portfolio assessment
Assessing textbooks
SRI--Data Collection and Comparison; Analyzing SRI Data

DUE: Alvermann Ch. 5, pp. 123-162
Study Guide #5
Reading Comprehension Lesson
Bring: SRI data collected (project due next week!)
Initial response to Bb Discussion Topic #5 Due 6:30 pm tonight

Session 13
TOPIC: CLASS WORKSHOP
SRI-Data collection & comparison; Analyzing SRI Data
Final exam review and overview
Bring materials for Literacy & Diversity Group Project

DUE: Bring: SRI data collected (project due next week!)
2 replies to peers for Discussion topic #5 by 4 pm

Session 14
TOPIC: FINAL EXAMINATION

DUE: Secondary Reading Inventory Assessment Data & Report
Resource Notebook
Fieldwork logs (20 hours completed)
FINAL EVALUATION FORM signed by the school site literacy coordinator

Session 15
TOPIC: LITERACY & DIVERSITY GROUP PROJECT PRESENTATIONS

DUE: Literacy & Diversity Group Project
**Academic Honesty Guidelines**

The University of La Verne embodies a tradition of learning and scholarship that stresses conscientious, scholarly effort and a scrupulous regard for the intellectual and academic contributions of others. Indeed, this tradition stands at the virtual foundation of most American institutions of higher learning. This implies that, more than just imparting knowledge and ideas, the University means to instill a sense of integrity about academic work in its students.

ULV’s official statement on Academic Honesty is contained in the Rights and Responsibilities section of the current Catalog, and should be read and understood by each student in the University. The purpose of this communication is to provide additional information and guidance on several of the policy areas in order that there be no misunderstanding regarding the University’s position on academic honesty.

**Types of Academic Dishonesty**

In general, academic dishonesty falls into two major categories:

- **Cheating**
  - Copying or using crib notes in examinations, homework, lab assignments, or written products.
  - Submitting papers done entirely or in part by another person.
  - Giving to or getting exam answers from another student.

- **Plagiarism**
  - Representation of another person’s words or ideas as your own by not properly citing them.

**Acts of Academic Dishonesty**

Specific acts of academic dishonesty include at least the following:

- Copying material from someone else’s work without footnoting this source.
- Getting questions or answers from someone who has already taken the same exam.
- Coping answers from a fellow student’s homework instead of doing the work independently.
- “Padding” a bibliography with citations never read.
- Giving answers to other students during an exam.
- Submitting to an instructor a paper that was written all or in part by someone else.
- Coping from someone’s test or exam paper with or without the person knowing it.
- Working on the same homework with other students when the teacher does not allow it.
- Writing a paper for another student.
- Taking an exam for another student.
- Having another student take an exam for you.
- Using the same paper to fulfill requirements in two different courses without the instructor’s permission.

While the majority of this list constitutes blatant cheating, a few (e.g. a, c, and d) involve the less clear work or plagiarism.
**Dispositions**
As students and professors in ULV’s Education Department, we agree to the following dispositions and work towards improving and modeling these characteristics on a daily basis:

- Intellectual Commitment
- Respectfulness
- Emotional Maturity
- Empathy
- Socio-cultural Competence
- Responsibility
- Commitment to Professional Development
- Ethical Behavior
- Professionalism

**Plagiarism**

The plagiarist is the academic counterpart of the bank embezzler or the product mislabeler, and involves a student or scholar who leads the reader to believe that what is being read is the original work of the writer, when it is not. Sometimes, students of good will are guilty of plagiarism simply because they are not aware of the illegality of certain kinds of “borrowing” and of the procedures for correct identification of materials other than those gained through independent research and reflection.

The range of possible plagiarism activities is a wide one, with the following major categories identified in decreasing order of severity.

- a. Word-for-word copying of another’s writing, without enclosing the copied passage in quotation marks and identifying it with a footnote, **both** of which are necessary.
- b. The mosaic, a random patchwork of readings and snatches of phrases that are woven into the text resulting in a collage of other people’s words and ideas, with the writer’s sole contribution being the cement holding the pieces together.
- c. The paraphrase, an abbreviated (and often skillfully prepared) restatement of someone else’s analysis or conclusions without acknowledgement of that other person’s text or writings.
- d. The apt term, in which a particular phrase so admirably expresses one’s opinion that, either consciously or unconsciously, the term is adopted as one’s personal contributions to scholarship.

Most students need only to guard against unintentional plagiarism. If more information is needed on the finer details of the subject, please see the sources listed below, or speak with your instructor.

**Summary**

Academic dishonesty will not be tolerated at the University of La Verne. Whether deliberate or inadvertent, the ultimate “loser” in cases of cheating or plagiarism is the student himself or herself, for whom the learning opportunity forfeited by such acts can never be regained. It is expected that each student at this University will understand and support the fundamental policy of academic honesty discussed above.