

COURSE OUTLINE

Content Area Literacy

Course Description

ED 260. Content Area Literacy. 3 hours credit. The course will enable the student to examine the basic theories and strategies for active literacy in any content area. Specific classroom activities for cross-disciplinary reading, writing, speaking, and listening are explored throughout the course. The student will develop an understanding of the critical role teachers have in creating learning environments where all students can experience success in their literacy learning.

Course Relevance

This course will enable participants to design and implement a comprehensive approach to teaching active literacy and creating content connections. The student will reflect critically concerning the behaviors, attitudes, and actions manifested by effective teachers of content literacy and consider how this information can be applied to the teaching environment.

Required Materials

Hayes Jacobs, H. (2006). *Active literacy across the curriculum: Strategies for reading, writing, speaking, and listening*. Alexandria, VA: Association for Supervision and Curriculum Development.

Ryan, K., Cooper, J.M., & Tauer, S. (2008). *Teaching for student learning: Becoming a master teacher*. Boston: Houghton Mifflin.

Learning Outcomes

The intention is for the student to be able to:

1. Identify and demonstrate literacy strategies that focus on listening, speaking, reading, and writing
2. Identify and organize content vocabulary into three distinctive types: high-frequency, specialized and embellished
3. Adapt or develop content materials and classroom organizational approaches for effective teaching of reading, writing, speaking and listening to a diverse group of learners

Learning PACT Skills that will be DEVELOPED and/or documented in this course

Through the student's involvement in this course, he/she will develop his/her ability in the following PACT skill:

Analytical Thinking Skills

1. Critical thinking
 - Through class discussion, writing assignments, group projects, peer- and self-critiquing, electronic-facilitated research, development of an electronic portfolio,

and classroom field experience, the student develops critical analysis of literacy issues in their content area.

Major Summative Assessment Task(s)

The learning outcomes and the Learning PACT skills will be demonstrated by

1. Creation of a literacy portfolio emphasizing the following:
 - A. An active literacy unit map addressing the essential question(s), the content, the skills, and the assessments
 - B. List of high-frequency words, specialized terms, and embellishments for a particular content area
 - C. Creative notetaking strategies for extraction and reaction from content texts
 - D. Independent editing and revising activities for the content area
 - E. Speaking and listening strategies for the content area
 - F. Rubric(s) for effective assessment measurement(s)
2. Facilitation of content lesson that promotes active literacy among students

Course Content

- I. Themes – Key recurring concepts that run throughout this course:
 - A. Academic background knowledge
 - B. Content area literacy
 - C. Teaching selected content terms
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Building academic vocabulary for specific content areas
 - B. Understanding the seven steps for active literacy learning
 - C. Recognizing successful techniques for teaching academic vocabulary and evaluating student achievement
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Active literacy
 - B. Content vocabulary
 - C. Active language teacher
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
 - A. Identify active learning strategies
 - B. Develop creative note-taking techniques for a specific content area
 - C. Design speaking/listening instruments for content literacy development
 - D. Plan and create an active literacy map for specific content curriculum
 - E. Revise current classroom practices to promote active literacy throughout the curriculum.

Learning Units

- I. Every teacher is an active language teacher
 - A. Seven essential strategies for revising current practice
 - B. Missing literacy curriculum
 - C. Integrating literacy strategies throughout the school and district
- II. Teaching English as a foreign language

- A. Basic strategies
 - B. Employing three distinct types of vocabulary
 - 1. High-frequency words
 - 2. Specialized terminology
 - 3. Embellishments
- III. Creative note taking: Extraction and reaction
- A. Taking notice of note taking problems
 - B. Four note taking forms
 - C. Student-friendly notation basics
- IV. Editing and revising independently: Consistent policy K-12
- A. Infusing policy for editing
 - B. Infusing policy for revising
- V. Speaking and listening in groups: Discussion types model
- A. Misconceptions
 - B. Discussion types model
- VI. The Speaking/Listening instrument: Voice lessons in every classroom
- A. Speaking and listening partners
 - B. Working through cultural and sub cultural issues
 - C. Attributes of speech
 - D. Designing formal speaking assessment types
 - E. Formal feedback for speaking
- VII. Mapping active literacy: Revising and integrating curriculum maps
- A. Why map literacy
 - B. Middle school vignette
 - C. Mapping
 - D. Planning model for cross-classroom language-skill development

Learning Activities

Learning activities will be assigned to assist the student to achieve the intended learning outcomes through mini lectures, podcasts, student and instructor-led discussions, internet searches, group activities, student projects, presentations, electronic portfolios, classroom field experience, and other activities at the discretion of the instructor.

Grade Determination

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: group discussions, class participation, comprehensive student projects, student presentations, electronic portfolios, classroom field experience, and other methods of evaluation employed at the discretion of the instructor.