

READ 3530
Content Area Literacies for Middle School
Course Outline
Spring 2008

Class: Mondays, 1:25pm-4:25pm
Meeting Room: 114 Aderhold Hall
Instructor: Achariya Rezak
Email: weetanya@gmail.com

Cell: 770-331-4061
AOL Instant Messenger: weetanya
Consultation Hours: please contact via email Or AOL Instant Messenger

Course Objective:

This course will investigate the importance of reading, writing, speaking, and listening in Science and Mathematics content area classrooms. Throughout this course, class members will adopt an inquiry stance about what constitutes literacy/ies within the world of adolescents and school. Such inquiries will also include historical recollections of personal experiences and expectations of literacy achievement, contemporary investigations of research, theories, and experiences of professionals in the field, and how school-based practices support and/or challenge published research on literacy in the content areas. These inquiries, as transactional processes, are expected to expand our individual and collective notions of literacy, especially within the content areas. The final goal of this course is to better prepare preservice teachers to think critically about how literacy impacts the ways in which students learn Science and Mathematic concepts.

After taking this course, students should be better able to . . .

- Encapsulate what literacy/cies can involve in adolescents personal and academic worlds and how those two worlds can be intertwined in the content area classrooms.
- Discuss a variety of theories, research, and strategies about using literacy to teach content area materials and concepts
- Apply those theories, research, and strategies PRACTICALLY in the classroom

Strands of thought:

- Literacy (as stated above) and what this term means
- Literacy as applied to your content area. What does it mean to pay attention to Literacy as a Math or Science educator?
- Multimodal (multimedia) learning and NEW literacies. Your students will be conversant in these literacies, and teachers need to learn how to work in this new, online, multimodal environment.

Important Facets of the Course:

Structural Flexibility

Inquiry-based courses necessitate flexibility. Therefore this syllabus is considered a course outline and is not set in stone. Our questions and discussions might lead us down different pedagogical and theoretical

pathways than originally intended. Therefore, this outline is subject to change as we progress through the semester and such changes will be discussed as a class in advance as much as possible and as needed.

Cognitive Flexibility

Just as the class structure is flexible, so should be our understandings. As we learn, additional questions can arise from new understandings. Please know that uncertainty will probably exist throughout this course and that uncertainty is not only OK, it is often necessary for deeper understandings to occur. Through dialogue, which involves diplomatic questioning of our and others' stances, we can expect to augment our knowledge base and sense of competency and self-efficacy regarding literacy in the content areas.

Reliable Computer, USB Key and Internet Accessibility

All assignments will be submitted electronically. Therefore, it is imperative that you have consistent and reliable access to a personal computer and the Internet, or a USB key for turning in electronic documents during class. If you do not own a personal computer, there are computer labs in Aderhold Hall, as well as at other campus locations. If this aspect of the course will be problematic, please see me during the first week of classes.

Required Texts

Textbooks: There are no required textbooks for this course.

Articles & Book Chapters

Many assigned articles are available online through UGA's Galileo system. Those articles and book chapters not available through Galileo will be available as a Course Reserve or will be distributed in class. These articles and book chapters are listed in the last part of the syllabus.

Important Information:

Students with Disabilities/Who Require Accommodations:

Students requesting classroom accommodations should first provide UGA's Disability Resource Center [<http://www.dissvcs.uga.edu/>] with all necessary documentation and then schedule an appointment to speak with me. If accommodations are needed but are not covered through the Disability Resource Center, schedule an appointment with me as soon as possible to discuss the circumstances.

Academic Honesty

All academic work must meet the standards contained in UGA's "A Culture of Honesty" policy (http://www.uga.edu/honesty/ahpd/culture_honesty.htm). Each student is responsible to inform themselves about those standards before performing any academic work.

Cell Phone Policy

Note: This course outline is a general plan that cannot anticipate future fluctuations in life. Therefore, modifications to and/or deviations from the course outline may occur.

Be polite! Please be sure to have your cell phones turned off during class.

UGA Inclement Weather Policy

Please be aware of the UGA Inclement Weather Policy regarding possible closings of the university (http://www.uga.edu/iws/faculty_resources/UGA_Inclement_Weather_Policy.pdf). This policy stipulates that there will be one of three announcements in the event of inclement weather: UGA is open, UGA is closed, or UGA will delay opening until a specific time. If, according to this policy, UGA is “open” during the time scheduled for READ 3530, class will be held. However, please use your best judgment regarding coming to class. Try to inform me prior to class that you will not be attendance.

Course Requirements Overview

1. Class Attendance and Participation

If you are late more than twice during the semester or you do not meet the aforementioned requirements for being in attendance on more than two occasions, 2 points will be deducted from your overall earned points total for each tardy or instance of partial attendance and/or participation.

Excessive absences (6 hours or more for a 3 credit course) will result in a full grade reduction. If you have concerns regarding regular attending class, please schedule an appointment to speak with me as soon as possible. I will not discuss excessive absenteeism after the fact unless it involves an extreme emergency (i.e. hospital stay, etc.).

2. Initial Conception of Literacy (20 points)

In essay format and in no more than 5 pages (typed, titled, paginated, and double spaced), please answer the following questions: “How do you define literacy and in what ways are you a literate person? What constitutes literacy in today’s society? **What constitutes literacy in your content area?**”

Submit this to me via my UGA email account [weetanya@uga.edu] no later than 5pm Monday, or bring it to class on a USB key (MAKE SURE IT WORKS!). Be sure to include your last name and first initial and title of this assignment as the file name (i.e. rezaka_initialconceptliteracy). Be sure to bring a copy of your essay to class to discuss your answer.

Rubric for Conception of Literacy paper:

Defines literacy and discusses ways in which author is literate: 4

Discusses literacy in today’s society: 4

Discusses literacy in your content area: 4

Accurate grammar/mechanics, presented in a scholarly manner: 4

Refers to at least three readings from previous classes (please use APA citation style) in a scholarly manner: 4

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3. Reading Responses via LiveJournal (70 points total / 10 each)

There are 13 weeks of assigned readings in this class. You are to respond, in composition form roughly the length of two double-spaced word pages (and an additional “page” of multimedia information), to the assigned readings for at least 8 of the 13 weeks (we will drop your lowest grade of these eight responses). This means that there are five weeks where you do not have to submit/post a composition, but are still responsible for reading the assigned texts. These compositions should be posted to LiveJournal by 6pm Sunday, the day before class, to give everyone else a chance to read your work.

Directions for how to use LiveJournal will be distributed during the first class.

These compositions should be written with the intention of augmenting your and others’ knowledge about the course content as it is conveyed in print and experienced in the world.

Your compositions can include photos, audio files, artwork, written journals with hyperlinks, and/or traditional looking journals, etc. In these compositions be sure to reference weekly readings and personal experiences (where applicable). You may also want to provide commentaries to other class members’ postings. Such commentaries should also include reading references and/or personal experiences related to the content read (where applicable). As a reminder, these compositions and commentaries are to be professional, courteous, and should focus on the readings of the week, previous readings, or outside readings that are connected to the topics discussed. Additionally, your compositions should elucidate some of the following:

- * your thoughts and questions about literacies
- * factors associated with literacy and content areas in school
- * expressions of new insights, lingering or new concerns
- * challenges to what has been read and discussed, if needed and desired
- * and any other applicable aspects of literacy as it relates to this class

Be prepared to respond to each other’s LiveJournal posts in class discussion. This means, read them!

Rubric for LiveJournal posts:

Includes references to all of the week’s assigned readings: 2

Synthesizes, not summarizes, readings: 2

Includes thoughts/questions/challenges/ concerns about literacies, literacy in the content areas, etc. in a clear and coherent manner so that the reader can readily understand what was said/portrayed: 2

Accurate grammar/mechanics: 2

Multimodal elements (hyperlinks, photos, music): 2

TOTAL: 10

***I strongly suggest that you write your composition in Microsoft Word and save it before entering it into LiveJournal.

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5. Content Area Scholarly Issue presentation (30 points total)

In pairs you will select two scholarly articles from an academic journal in your content area (for example, The Science Teacher). The articles should show different positions relating to an important literacy issue in your content area, such as Mathematics Comprehension or Science literacy and poverty. Your pair will develop a multimedia presentation (lasting no longer than 20 minutes) that highlights the issue and presents the different ways in which scholars have approached it. A different team will present for 20 minutes in each class.

Pair finds two appropriate, substantive articles from a journal in their field about an issue related to literacy in a content area, and presents the points in each; articles will be turned in electronically or by print just prior to presentation: (6)

During presentation, pair examines how the points of view might be the same or different (~15 minutes) and leads class discussion about these points (~5 minutes): (10)

Pair creates a presentation with detailed information and multimedia elements: (6)

Different kinds of Mathematics and Science literacies are emphasized (such as reading charts, graphs, functions, systems, etc.): (6)

Presentation lasts for designated time: (2)

6. Literacy Strategy Lesson Plan (30 points total)

In pairs, you will select one of eight strategies that will help facilitate reading in a content area subject and design a lesson plan (lasting no longer than 20 minutes) that will teach this strategy to the class. Eight strategies (described in powerpoint form) that are specifically tailored for Math and Science content area readers are uploaded at the following URL (log into LiveJournal to view the post):

<http://prof3530.livejournal.com/774.html>

With the class as your striving content area learners, make sure to apply the strategies to Science and Mathematic problems that YOU find difficult to comprehend. You will be submitting a lesson plan for this mini-lesson to me, as well as teaching it to the class.

Pair submits a written lesson plan following the examples handed out in class. The lesson plan includes the following components: goal, objective, clearly written procedures for the activity, and college-level lesson text: (14)

Pair teaches this lesson to the class in a way that enhances class understanding of the strategy as well as the content being taught: (14)

Presentation lasts for designated time: (2)

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7. School Observation Synthesis (20 points total)

During this course class members, in pairs or groups of three, will visit a local middle school on two separate occasions to observe how literacy is enacted within that particular educational setting. Please see the course schedule for the dates of the observation. Each pair or group will remain in the same grade level for both observations. Further details of this assignment will be distributed and discussed by the end of January

***Note that this assignment is a joint assignment with your ELAN 5220 course. Therefore, the effort exerted for this assignment should reflect at a minimum the expectations of each of the courses.

8. Final Project, Conception of Literacy Redux (30 points total)

This final assignment will be elaborated upon as the semester continues.

Assignment Submission Requirements

All assignments should be submitted on time. Deduct two (2) points off for every day late, including weekends, for up to 5 days (a total deduction of 10 points). If assignments are late by more than 5 days, it will garner 0 points. Since course submissions will be electronic (with the exception of some in-class assignments), the following process will occur. For all Reading Responses, please use LiveJournal. All other assignments should be submitted via email to my UGA account. When you submit something to me, you will receive an e-mail receipt notification within 24 hours. If you do not receive an e-mail receipt confirmation from me within 24 hours then I did not receive your document, even if you did send it to me. A USB key or CD in class is also acceptable.

When you submit something to me as an email attachment through my UGA email account, please name your file the following way [Last name first initial_assignment name_due date]. So if I were to submit my initial conception of literacy as a Word document, I would name my file [graffj_initialconceptliteracy_01.14.08]. I strongly suggest you always keep back-up copies of your work and of emails sent to me for security purposes. If you wish to post something to LiveJournal for my eyes only, please alert me via email to my UGA account immediately before or after you post. I will reply to your email alert within 24 hours.

Assignment Points Review & Grading Scale

Course grades are based on the cumulative points earned throughout the course. The grades, with corresponding point ranges, are below. Please note that rounding up will not occur. So even though 187 points is 93.5%, it will still be considered an A- and will not be rounded up to 94% (A).

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Course Assignments	Points
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1	Initial Conception of Literacy	20
2	Reading Responses via LiveJournal (8 total/ 10 pts. each)	70
3	Content Area Scholarly Issue presentation	30
4	Literacy Strategy Lesson Plan	30
5	School Observation Synthesis	20
6	Final Project	30
7	Total Points	200

Points Earned	Grading Scale (Not Rounded)
188-200	A (94-100%)
180-187	A- (90-93%)
174-179	B+ (87-89%)
168-173	B (84-86%)
160-167	B- (80-83%)
154-159	C+ (77-79%)
148-153	C (74-76%)
140-147	C- (70-73%)
130-139	D (65-69%)
0-129	F (64% or less)

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Course Schedule

Readings are listed by week below this course schedule

Class #	Class Meeting Date	Class Focus	Readings Completed by Class Meeting	Assignments Due	Presentations
1	1/7/08	Syllabus Overview	N/A	1. Sign up for Scholarly Issue group 2. Sign up for Lesson Plan group 3. Learn about LiveJournal	N/A
2	1/14/08	What is literacy and content area literacy?	Week 2 Readings	1. Begin to look for Scholarly Issue articles 2. Literacy Conceptual Paper submitted by 5pm Monday 1/14/08	N/A
3	1/21/08	NO CLASS		Work on group projects	N/A
4	1/28/08	What does it mean to read? Theories of reading.	Week 4 Readings	1. LiveJournal response #1 posted by Sunday evening (1/27/08)	Comprehension Monitoring: Scholarly Issue:
5	2/4/08	What types of literacies do children bring to the classroom? Funds of Knowledge (What are texts?)- -Culturally and	Week 5 Readings	1. LiveJournal response #2 posted by Sunday evening (1/27/08) Remember: 1st observation visit will occur on	Graphic Organizer: Scholarly Issue:

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		linguistically diverse students		Feb. 7, from 12:30-1:30pm at your designated school.	
6	2/11/08	What types of literacies do children bring to the classroom? Funds of Knowledge (What are texts?)- -Culturally and linguistically diverse students continued	Week 6 Readings	1. LiveJournal response #3 posted by Sunday evening (2/10/08)	Prior Knowledge : Scholarly Issue:
7	2/18/08	Struggling Readers/ Motivation/Engagement/Materials assessment	Week 7 Readings	1. LiveJournal response #4 posted by Sunday evening (2/17/08)	Reflecting on Reading: Scholarly Issue:
8	2/25/08 Mid-term Week	Pre-reading strategies/ Motivation/Engagement	Week 8 Readings	1. LiveJournal response #5 posted by Sunday evening (3/03/08)	Self Questioning : Scholarly Issue:
9	3/3/08-- Class Withdraw deadline 3/4/08	Domain Knowledge/ Vocabulary	Week 9 Readings		Summarizing: Scholarly Issue:
10	3/10/08	SPRING BREAK NO CLASS. Have a safe and enjoyable time!			

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11	3/17/08	Text structure/domain knowledge	Week 11 Readings	Remember: 2nd observation visit will occur on March 20 from 12:30-1:30pm at your designated school.	Text Structures: Scholarly Issue:
12	3/24/08	Comprehension/ Writing	Week 12 Readings	1. LiveJournal response #6 posted by Sunday evening (3/23/08)	Vocabulary: Scholarly Issue:
13	3/31/08	Comprehension/ Writing	Week 13 Readings	1. LiveJournal response #7 posted by Sunday evening (4/06/08)	Scholarly Issue:
14	4/7/08	Assessment	Week 14 Readings	1. LiveJournal response #8 posted by Sunday evening (4/13/08)	
15	4/14/08	Technology /New Literacies	Week 15 Readings	2. Observation paper due	
16	4/21/08	Challenges/Realities of school expectations & Successful Modifications	Week 16 Readings		
17	4/28/08	Last Day of Class-- final presentation and complete course evaluations			
N/A	4/30/08	Exam Date (12-3pm)			

Readings

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Week 2 Readings (Read after writing your paper)

1. Draper, R. J., Smith, L. K., Hall, K. M., & Siebert, D. (2005). What's more important--literacy or content? Confronting the literacy-content dualism. *Action in Teacher Education*, 27(2), 12-21
2. National Council of Teachers of English (2007, Sept.). Adolescent Literacy. *The Council Chronicle*, 15-22.

Week 4 Readings

3. Friere, P. (1983). The importance of the act of reading. *Journal of Education*, 165(1), 5-11.
4. Smith, Frank (2003). Why reading is natural (Ch 1) and Making a mystery out of a marvel (Ch 2) from *Unspeakable Acts, Unnatural Practices: Flaws and Fallacies in Scientific Reading Instruction* (pp. 1-21). Portsmouth, NH: Heinemann.

Week 5 Readings

5. Fecho, B. Davis, B., & Moore, R. (2006). Exploring race, language, and culture in critical literacy classrooms. In D. E. Alvermann, K. A. Hinchman, D. W. Moore, S. F. Phelps, & D. R. Waff (Eds.), *Reconceptualizing the Literacies in Adolescents' Lives* (2nd ed.) (pp. 187-204).
6. Nieto, S. (2006). Language, literacy, and culture: Intersections and implications. In H. Luria, D. M. Seymour, & T. Smoke (Eds.) *Language and Linguistics in Context: Readings and Applications for Teachers* (pp. 315-332.). Mahwah, NJ: Lawrence Erlbaum Associates.

Week 6 Readings

7. Knobel, M. (2001). "I'm not a pencil man": How one student challenges our notions of literacy "failure" in school. *Journal of Adolescent and Adult Literacy*, 44(5), 404-414.
8. Sutherland, L. M., Botzakis, S., Moje, E. B., & Alvermann, D. E. (2008). Drawing on Youth Cultures in Content Learning and Literacy. In D. Lapp, J. Flood, & N. Farnan (Eds.), *Content Area Reading and Learning: Instructional Strategies* (pp. 133-156.) New York: Lawrence Erlbaum Associates

Week 7 Readings

9. Beers, K. (2003). Assessing dependent readers' needs (Ch. 3). In *When Kids Can't Read: What Teachers Can Do* (pp. 23-39). Portsmouth, NH: Heinemann.
10. Reed, J. H, Schallert, D. L., Beth, A. D., & Woodruff, A. (2004). Motivated reader, engaged writer: The role of motivation in the literate acts of adolescents. In T. L. Jetton & J. A. Dole (Eds.) *Adolescent Literacy Research and Practice* (pp. 251-282). New York: The Guilford Press.

Week 8 Readings

11. Beers, K. (2003). Frontloading meaning (Ch. 6). In *When Kids Can't Read: What Teachers Can Do* (pp. 73-101). Portsmouth, NH: Heinemann.
12. Schumm, J. S., Vaughn, S., & Leavell, A. G. (1994). Planning pyramid. A framework for planning for diverse student needs during content area instruction. *The Reading Teacher*, 47(8), 608-615.

Week 9 Readings

13. Harmon, J. M., & Hedrick, W. B. (2005). Research on vocabulary instruction in the content areas: Implications for struggling readers. *Reading & Writing Quarterly*, 21, 261-280.
14. Rosenbaum, C. (2001). A word map for middle school: A tool for effective vocabulary instruction. *Journal of Adolescent and Adult Literacy*, 45(1), 44-49.

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Week 11 Readings

15. Jetton, T. L., & Alexander, P. A. (2004). Domains, teaching, and literacy. In T. L. Jetton and J. A. Dole (Eds.), *Adolescent Literacy Research and Practice* (pp. 15-39). New York: The Guilford Press.
16. Young, E. (2005). The language of science, the language of students: Bridging the gap with engaged learning vocabulary strategies. *Science Activities: Classroom Projects and Curriculum Ideas* 42, 12-17.

Week 12 Readings

17. Beers, K. (2003). Constructing meaning (Ch. 7). In *When Kids Can't Read: What Teachers Can Do* (pp. 102-136). Portsmouth, NH: Heinemann.
18. Brooks, W. (2006). Reading representations of themselves: Urban youth use culture and African American textual features to develop literary understandings. *Reading Research Quarterly*, 41(3), 372-392.

Week 13 Readings

19. Conley, M. (2008). Developing content area writers (Ch. 11). In *Content Area Literacy: Learners in Context* (pp. 304-339). Boston: Pearson.
20. De la Paz, S. (2005). Effects of historical reasoning instruction and writing strategy mastery in culturally and academically diverse middle school classrooms. *Journal of Educational Psychology*, 97(2), 139-156.

Week 14 Readings

21. Conley, M. (2008). Ongoing assessment (Ch. 4). In *Content Area Literacy: Learners in Context* (pp.84-122). Boston: Pearson.

Week 15 Readings

22. Grisham, D. L., & Wolsey, T. D. (2008). Literacy and technology instruction in the content areas. In D. Lapp, J. Flood, & N. Farnan (Eds.), *Content Area Reading and Learning: Instructional Strategies* (pp. 381-401.) New York: Lawrence Erlbaum Associates
25. Richardson, J. (2004, July/August). Content area literacy lessons go high tech. *Reading Online*, 8(1). Available: http://www.readingonline.org/articles/art_index.asp?HREF=richardson/index.html

Week 16 Readings

25. Fang, Z., Lamme, L., Pringle, R., Patrick, J., Sanders, J., Zmach, C., Charbonnet, S., & Henkel, M. (2008). Integrating reading into middle school science: What we did, found and learned. *International Journal of Science Education*, 1, 1-23.
26. Loranger, A. L. (1999, March/April). The challenge of content area literacy: A middle school case study. *The Clearing House*, 239-243.
27. McConachie, S., Hall, M., Resnick, L., Ravi, A. K., Bill, V. L., Bintz, J., & Taylor, J. A. (2006, October). Task, text, and talk: Literacy for all subjects. *Educational Leadership*, 64(2), 8-14.

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