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| **MALT 608 Single-Subject Literacy Methods II: Content Area Literacy and Assessment** | | |
| **Term: SEM, YEAR** (start date-end date) |  | **Days:** |
| **Location:** |  | **Time: 5:30-9:30** |
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| --- | --- |
| **Faculty:** First Last | **Email:** first\_last@redlands.edu |
| **Office Hours:** NUH xxx Days Hours | **Phone:** (909) 748-xxxx |
| **Web/Moodle:** | |

**CATALOG COURSE DESCRIPTION**

Principles and practices of curriculum design, assessment, and methods applicable to single subject content areas. Content-area literacy strategies are investigated through curricular and assessment design principles and micro-teaching approaches. Formative and summative assessments developed within various subject areas. Fieldwork experience required. Equivalent to EDUC 508 and EDUG 408/408N.

**Note: A total of 40 hours of early fieldwork experiences are to be completed within this program across the first two semesters. Five hours of fieldwork will be completed in each methods course and ten hours will be completed in each foundations course.**

**COURSE DESCRIPTION**

This course extends social justice and pedagogical design principles previously introduced throughout the program. Candidates extend their understanding of curricular design and assessment practices while also refining appreciation for lesson design. Specific support provided for candidates’ content area(s). Web-based resources are explored as further appreciation for structure of lesson and curricular design is realized. Candidates are encouraged to bring to their written work and class discussions a refined appreciation for the literacy needs of adolescent learners, realizing that their learning trajectories are complex and longitudinal.

**REQUIRED TEXTS & READINGS**

Erickson, H. L., Lanning, L. A, & French, R. (2017). *Concept-based curriculum and instruction for the thinking classroom*. Thousand Oaks: CA: Corwin.

Friend, L. (2017). IRE and content area literacies: A critical analysis of classroom discourse. *Australian Journal of Language and Literacy, 40* (2), pp. 124-134.

Gareis, C. R. & Grant, L. W. (2015). *Teacher-made assessments: How to connect curriculum, instruction, and student learning*. New York: Routledge.

Jewett, P. (2013). Content-area literacy: Recognizing the embedded literacies of science and mathematics. *Journal of Reading Education, 38*(2) pp. 18-24.

Kumashiro, K. (2009). *Against common sense: Teaching and Learning toward social justice*. New York Routledge.

Ming, Kavin (2012). 10 content-area literacy strategies for Art, Mathematics, Music and Physical Education. *Clearing House, 85*(6), pp. 213-220. DOI: 10.1080/00098655.2012.691568.

Readence, J., Bean, T., & Baldwin, R. (2012). *Content area literacy: An integrated approach*. Dubuque, IO: Kendall/Hunt Publishing.

Sewell, W. C. (2013/14). Preservice teachers’ literacy strategies preferences: Results of a two-year study of content area literacy students. J*ournal of Content Area Reading*, 10(1), pp. 121-149.

Watkins, N. & Lindahl, K. (2010). [Targeting Content Area Literacy Instruction to Meet the Needs of Adolescent English Language Learners.](http://0-web.b.ebscohost.com.books.redlands.edu/ehost/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMsKq3T7ek63nn5Kx95uXxjL6srU%2btqK5JtZaxUrOtuE2wls5lpOrweezp33vy3%2b2G59q7SbOpsUu0r65Ptpzqeezdu33snOJ6u9vmgKTq33%2b7t8w%2b3%2bS7TLWrsUmzrLE%2b5OXwhd%2fqu4ji3OSN6uLyffbq&vid=2&sid=8c29fbb5-e457-4747-bd07-6fc2b34bf0a0@sessionmgr101&hid=123) *Middle School Journal, 41*(3), pp. 23-32.

**TECHNOLOGY REQUIREMENTS**

Technology tools have been integrated in this course and all other Professional Teacher Preparation courses.  **Moodle** is a web-based tool that you can access from any Internet connection with Internet Explorer at any time.  Access is located at [http://moodle.redlands.edu](https://mailbox.redlands.edu/owa/redir.aspx?C=fAXLEaRUmUuWN5PfMWkD5wBuaH7CItBIObgKb9spHLF1VMEow03UUFW5mkldpTgzMfQcwG6luOc.&URL=https%3a%2f%2fmailbox.redlands.edu%2fowa%2fredir.aspx%3fC%3db3cf779c18334077b1970ce2110b8dd4%26URL%3dhttp%253a%252f%252fmoodle.redlands.edu).  The site will have links to the course syllabus, assignments, resources, and other communication tools.  There is no charge for the use of Moodle.  **TaskStream,** a web-based lesson, unit, and instructional resource, **is required**. An individual full year subscription can be purchased on-line at [http://www.TaskStream.com](https://mailbox.redlands.edu/owa/redir.aspx?C=fAXLEaRUmUuWN5PfMWkD5wBuaH7CItBIObgKb9spHLF1VMEow03UUFW5mkldpTgzMfQcwG6luOc.&URL=https%3a%2f%2fmailbox.redlands.edu%2fowa%2fredir.aspx%3fC%3db3cf779c18334077b1970ce2110b8dd4%26URL%3dhttp%253a%252f%252fwww.taskstream.com%252f).  Be sure to indicate you are a student and click on the University of Redlands. The student rate will be charged and you will be connected to our learning community. Microsoft Office will be helpful if you have it accessible. All software is available in the School of Education for use.  Internet access will be required for classes ([http://moodle.redlands.edu](https://mailbox.redlands.edu/owa/redir.aspx?C=fAXLEaRUmUuWN5PfMWkD5wBuaH7CItBIObgKb9spHLF1VMEow03UUFW5mkldpTgzMfQcwG6luOc.&URL=https%3a%2f%2fmailbox.redlands.edu%2fowa%2fredir.aspx%3fC%3db3cf779c18334077b1970ce2110b8dd4%26URL%3dhttp%253a%252f%252fmoodle.redlands.edu)).  All courses build on prior coursework and technology skills. Technology skills also should be used as often as is appropriate to enhance learning and teaching competence. When all PTPP coursework is completed successfully, candidates will have met the Level I technology requirements.  Additionally, **The Armacost Library** site at [http://www.redlands.edu](https://mailbox.redlands.edu/owa/redir.aspx?C=fAXLEaRUmUuWN5PfMWkD5wBuaH7CItBIObgKb9spHLF1VMEow03UUFW5mkldpTgzMfQcwG6luOc.&URL=https%3a%2f%2fmailbox.redlands.edu%2fowa%2fredir.aspx%3fC%3db3cf779c18334077b1970ce2110b8dd4%26URL%3dhttp%253a%252f%252fwww.redlands.edu) /library has links to many other on-line resources under Internet Education Resources.

**COURSE OBJECTIVES**

As a result of the work undertaken in this course candidates should be able to:

1. Demonstrate the ability to engage and support a student(s) in learning strategies for constructing meaning (reading), writing, communicating, listening, viewing, studying, and using literature (TPE's 1, 2);
2. Design and provide meaningful learning experiences relative to adolescent literacy, the realities of schools, and the characteristic language and literacy demands of specific content areas (TPE's 1, 2, 3);
3. Demonstrate specific pedagogical skills for linking literacy strategies to and across subject matter instruction (TPE's 1, 3);
4. Make subject matter comprehensible to students and demonstrate deep knowledge of content (including state-adopted academic content standards and frameworks) (TPE's 3, 4);
5. Demonstrate the ability to assess student learning, including adolescents who are diverse with regard to culture, language, gender, ethnicity and special needs (TPE 5);
6. Demonstrate professional development as an educator using professional literature and peer-reviewed journals containing interpretations of educational research relative to adolescent literacy (TPE 6);
7. Apply curriculum design principles as articulated in core texts and resources (TPE's 3, 2, 1);
8. Refine their appreciation for the complex nature of literacy growth among adolescent learners (TPE's 1, 2, 3).

**ASSIGNMENTS AND ASSESSMENTS**

Students will complete one signature assignment for this course as well as various other readings, class activities, and web-site reviews, all of which are presented in relationship to the Content Literacy Curriculum Project.  Five assignments are outlined for this course. They are designed to forward the progress on your Content Literacy Curriculum Project. Each assignment is guided by a rubric that is also used as an assessment instrument.

1. **Theoretical/Reading Reflections (25 points, total)**: TPE’s 1 through 6.
2. **Curriculum Unit Presentation & Modeled Teaching (10 points, total)**: Candidates will design this modeled teaching presentation with respect to struggling readers, or students with special needs, or ELL’s or advanced learners. “Into, Through and Beyond” lesson planning is reinforced. TPE’s 1 through 6.
3. **Web-site reviews per respective subject areas (20 points total)**: Candidates will explore a range of content-specific vocabulary, comprehension, and discussion strategies that can be variously applied with struggling readers, students with special needs, ELL’s and advanced learners. TPE’s 3, 4.4,4.6, 4.7 and 4.8
4. **Content Literacy Curriculum Project (25 points total)**: Candidates will embed various diagnostic, formative and summative assessments within the 4-week curriculum project. This project will be structured to consider the needs of struggling readers, students with special needs, ELL’s and advanced learners. A ten-page text will accompany the 4 weeks of structured lessons; it will discuss how the scaffolded strategies support the needs of the range of learners referred to. Candidates will embed various strategies related to the teaching of writing respective to their subject areas. They will be prepared to teach narratives, expository text or argument genres. TPE’s 1 through 6
5. **Professional Engagement (20 points total)**: please see rubric for respective elements of Professional Engagement. TPE6

**GRADING SYSTEM/SCALE**

(See University Catalog)

4.0 or 3.7 Outstanding

* The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought. Above and beyond expectations.
* Department Expectation: Any assignment required to be written in APA format is organized, unbiased, and clear with correct and consistent verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

3.3 or 3.0 Excellent

* The student’s work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.
* Department Expectation: Any assignment required to be written in APA format is organized, unbiased, and clear manuscript with occasional errors and omissions in verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

2.7, 2.3, or 2.0 Acceptable

* The quality of work was acceptable, meeting minimal course standards, but was not exceptional. Performance on assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.
* Department Expectation: Any assignment required to be written in APA format contains errors and omissions in verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

**Graduate students will not receive credit for a course awarded a grade of 1.7 or below. A cumulative grade point average below 3.0 is not sufficient for good standing in graduate programs.**  1.7, 1.3, 1.0, 0.7, 0.0 Unacceptable for graduate credit.

**MINIMUM COURSE CREDIT REQUIREMENT FOR TEACHER CREDENTIAL CANDIDATES**

Students must receive at least a 2.0 to earn credit for the course. The MALT program requires a cumulative grade point average of 3.0 for degree completion and/or credential recommendation.

**ACADEMIC HONESTY**

Academic honesty stands at the center of intellectual pursuits in the academic community. All people should clearly understand what constitutes plagiarism and avoid it. See the university catalog for full text of the academic honesty policy.

**ATTENDANCE POLICY**

Class participation is a critical component and requirement in all courses, and students are expected to attend all class sessions. We realize that emergencies can arise and students need to make important and difficult choices. Students are always responsible for informing the instructor of an absence and making up all required class assignments. Any student who misses more than two sessions of a course may be required to retake the course.

**ACCOMMODATIONS FOR LEARNING**

If you feel you need accommodation to address the impact of a learning or physical disability, please speak with me privately to discuss your specific needs. To coordinate reasonable accommodations for documented disabilities, contact Academic Success and Disability Services at 909-748-8108 or visit them on the bottom floor of the Armacost library.

**ADDITIONAL COURSE RESOURCES**

Common Core Standards: <http://www.corestandards.org/>

Content Area Literacy: <http://www.literacy.uconn.edu/contlit.htm>

This site provides essential resources and activities that are a critical accompaniment to the core textbook as well as the subject-by-subject resources that follow in “Resources”, below.

**COURSE CALENDAR (Subject to Change)**

| **Dates** | **Assigned Elements & Details** |
| --- | --- |
| Class One | Introduction to course and core resources; introduction to Moodle; key assignments reviewed; core programmatic precepts aligned with content area literacy. |
| Class Two | * Have read chapters 6 & 8 from Bean, Readance and Baldwin. Have read chapter 1 from Erickson, Lanning and French. * Exploration of e-resources related to the teaching of vocabulary in the content area literacy classroom. * See Moodle for resources from **Just Read Now** web-site (focus on vocabulary) and for article from the Erickson, Lanning and French text. * Reading and writing workshop related to candidates’ written responses to reading material. |
| Class Three | * Please have text(s) to be used for four-week curriculum project in class this evening; * Textual analysis of content area literacy texts: deciphering textual patterns; facilitating comprehension for struggling readers, ELL’s, and special needs students; * Exploration of resources |
| Class Four | * Have read chapter 7 of Bean, Readance and Baldwin. Have read chapter 3 from Erickson, Lanning and French (available through Moodle); * Come to class with 1 full page of notes/written responses related to these readings: notes to be completed in accordance with guidelines provided in class; * Reading and writing workshop related to candidates’ written responses to reading material; * See Moodle for resources from **Just Read Now** web-site (focus on Active Reading/Comprehension Strategies) and for article from the Erickson, Lanning and French text. * Curricular planning; formatting;   Reading and writing workshop related to candidates’ written responses to reading material. |
| Class Five | * Have read chapter 9 of Bean, Readance and Baldwin; * Exploration of e-resources related to the teaching of discussion; * Curricular planning * **Due**: 3-page written synthesis to readings thus far, prepared in accordance with APA and other guidelines provided in class. * **Due**: 2, 30-minute modeled teaching presentations presented in accordance with class guidelines and elements outlined in rubric.   **Due**: draft of week one for Curriculum Unit project |
| Class Six | * Have read chapter 10 of Bean, Readance and Baldwin; * Have read chapter 4 from Erickson, Lanning and French (available through Moodle); * Curricular planning; formatting; * Reading and writing workshop related to candidates’ written responses to reading material; * **Due**: 2, 30-minute modeled teaching presentations presented in accordance with class guidelines and elements outlined in rubric. |
| Class Seven | * Have read chapter 11 of Bean, Readance and Baldwin; * e-resources explored related to the teaching of discussion;   **Due**: 2, 30-minute modeled teaching presentations presented in accordance with class guidelines and elements outlined in rubric. |
| Class Eight | * Have read one selected chapter from Kumashiro (provided through Moodle) and chapter 12 from Bean, Readance and Baldwin; * Reading and writing workshop related to candidates’ written responses to reading material; * **Due**: 2, 30-minute modeled teaching presentations presented in accordance with class guidelines and elements outlined in rubric.   **Due**: Week 2 of Curriculum Unit Project |
| Class Nine | * Have read Ming and Sewell (available through Moodle) * **Due**: 3-page written synthesis to readings thus far, prepared in accordance with APA and other guidelines provided in class; * **Due**: 2, 30-minute modeled teaching presentations presented in accordance with class guidelines and elements outlined in rubric; * Curricular planning for major project; * Reading and writing workshop related to candidates’ written responses to reading material; * E-resources explored related to the teaching of various content areas |
| Class Ten | * Have read chapter 6 of Gareis and Grant; * Reading and writing workshop related to candidates’ written responses to reading material;   Curricular planning |
| Class Eleven | * Have read Jewett and Friend (available through Moodle) * **Due**: Week 3 of Curriculum Unit Project   Curricular planning |
| Class Twelve | * Have read chapter 7 of Gareis and Grant, and Watkins & Lindahl (available through Moodle)   Curricular planning |
| Class Thirteen | Reading and writing workshop related to candidates’ (a) written responses to reading material and (b) final written text to accompany Curriculum Unit Project. |
| Class Fourteen | * **Due**: final 3-page written synthesis to readings thus far, prepared in accordance with APA and other guidelines provided in class; * **Due**:final 4-week curriculum project |