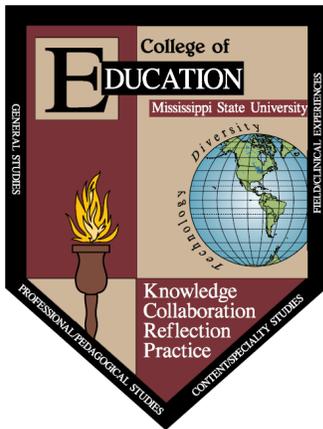


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION
COURSE SYLLABUS**

Course Prefix & Number:	RDG 8133
Course Title:	Middle Level Content Area Literacy Instruction
Credit Hours:	Three (3) semester hours
Type of Course:	Lecture
Catalog Description:	Theory, research, and methods for teaching middle level students to use literacy as a tool for learning in the content areas.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

1. Understand that reading is a process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by written language, and the context of the reading situation (CFPO 3; AMLE 2)
2. Understand that middle level students need opportunities to integrate their use of literacy (reading, writing, listening, speaking, viewing, and representing visually) to learn content and design appropriate learning activities. (CFPO 3; AMLE 4)
3. Identify and critique classic and contemporary middle level literature that can be used to develop content knowledge (CFPO 13; AMLE 2)
4. Create a literacy environment that fosters interest and growth in the middle level classroom, especially as it relates to content literacy development (CFPO 3, 11; AMLE 1, 4)
5. Use textbooks, trade books, and other print and non-print resources to stimulate interest, promote content learning and reading development, and increase the motivation of diverse middle level learners to read widely and independently for information, pleasure, and personal growth (CFPO 3, 12; AMLE 2)
6. Promote the integration of the language arts and inquiry-based instruction in all content areas to create learning opportunities appropriate for diverse middle level learners (CFPO 2, 6, 10, 12; AMLE 4)
7. Use instructional and information technologies to support literacy development and content learning (CFPO 3, 7; AMLE 2)
8. Assess students' content knowledge and literacy development (CFPO 4; AMLE 4)
9. Provide opportunities for students to locate and use a variety of print, non-print, and electronic reference sources (CFPO 7, 13; AMLE 2)
10. Apply research for improved content area literacy instruction in the middle level classroom (CFPO 13; AMLE 5)
11. Reflect on one's practice to improve content area instruction in the middle classroom (CFPO 8; AMLE 5)

Topics to be Covered:

1. Integrating the language arts across the curriculum (9 hours)
 - a. What are the language arts?
 - b. Informational text
 - c. Common Core, State and National Standards/Benchmarks that support integrating the language arts across the curriculum and student inquiry
 - d. Using literacy units (thematic, problem-based, issue-driven, or inquiry based) for integrating instruction
2. Using diverse materials for content learning and literacy development in the middle level classroom (9 hours)
 - a. Primary source documents
 - b. Electronic sources
 - c. Periodicals
 - d. Textbooks
 - e. Visual media, multimedia, etc. (photographs, CD's, film, etc.)
3. Vocabulary instruction in the content areas (6 hours)
 - a. Research findings

- b. Teaching content and academic vocabulary
 - c. Vocabulary strategies
 - d. Teaching students to use syntactic and semantic context clues
 - e. Multiple, varied experiences for vocabulary learning
4. Comprehension instruction (6 hours)
- a. Research findings
 - b. Using text features and text structures to improve comprehension
 - c. Comprehension strategies for preparing middle level students to read textbooks, electronic texts, and other informational texts
 - d. Teaching literal comprehension, inferential comprehension, and critique
5. Writing across the curriculum (6 hours)
- a. Research findings
 - b. Common Core and informational writing
 - c. Writing to prompts
 - d. Use of journals
 - e. Using technology to compose and collaborate
 - f. Informal response activities
 - g. Teaching note taking
6. Inquiry-based instruction (9 hours)
- a. Finding, locating, and critiquing sources
 - b. Evaluating multiple sources
 - c. Synthesizing learning
 - d. Writing to communicate learning to an audience

Required Texts:

Calkins, L., Ehrenworth, M., & Lehman, C. (2012). *Pathways to the common core: Accelerating achievement*. Portsmouth, NH: Heinemann.

Draper, R.J., Broomhead, P., Jensen, A.P., Nokes, J.D., & Siebert, D. (2010). *(Re)imagining content-area literacy instruction*. New York, NY: Teachers College Press.

Fisher, D., Brozo, W.G., Frey, N., & Ivey, G. (2011). *50 instructional routines to develop content literacy* (2nd ed.). Boston, MA: Pearson.

Common Core State Standards

<http://www.corestandards.org/the-standards/>

Owl at Purdue APA Reference-This website should become your new best friend for all things APA. <http://owl.english.purdue.edu/owl/resource/560/02/>

RECOMMENDED TEXTS:

Fisher, D., & Frey, N. (2007). *Checking for understanding: Formative assessment techniques for your classroom* (7th ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

Gallagher, K. (2004). *Deeper reading: Comprehending challenging texts, 4-12* (4th ed.). Portland, ME: Stenhouse.

Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling or mentor texts*. Portland, ME: Stenhouse.

Methods of Instruction:

This course is an online course, and will be delivered 100% online. A variety of methods of instruction will be employed. This class is designed to prepare candidates to incorporate literacy strategies into 4-8 content area classes. The professor will model teaching techniques appropriate for the middle level literacy classroom through web-based videos. Web-based lectures, Power Point presentations, online class discussions (e.g., chats in chatrooms, Wimba, discussion boards), and assigned course readings will also be used to enhance the student's learning experience and understanding of key concepts.

Suggested Student Activities:

Misconception interviews: In order to understand where to begin instruction, it is crucial to know where students are "coming from" in terms of their understandings about a content area. Often, students' understanding of concepts differs from the accepted explanation. For this assignment, you will interview 2 children (K-8) about a concept, compare their answers to commonly held misconceptions, and consider what this means related to teaching in your content area. Students submit a 2-page summary for their findings. (Course Objectives: 1, 8)

Textbook Analysis: You will work as part of a team to analyze a teacher edition textbook in your content area and present your findings to the class during a panel discussion. Each student will submit a 2 page summary paper that outlines how aspects of the teacher edition textbook could help students develop CAL. If this resource falls short, as many do, explain how you could supplement this resource in the classroom with strategies we have learned in class. (Course Objectives 5, 7)

Lesson plan and Reflection: For this assignment, you will build upon what you learned about students' misconceptions to design an inquiry lesson targeting students' faulty understanding. You will design a lesson plan appropriate that could be taught in your field classroom and reflect on how it related to what you learned about student thinking during your misconception interview. Align your lesson to the Common Core State Standards. Students submit the lesson

plan and a 2-page reflection of how their lesson incorporated student prior knowledge and addressed any misconceptions. This will include a description of the assessment strategy used to measure student learning. (Course Objectives: 2, 4, 5, 6, 9, 10, 11)

Text-Set Assignment: To supplement your inquiry lesson plan assignment, you will create a text-set of at least 10 different types of text sources that relate to and support your inquiry lesson plan in your content-area. Options for texts include: articles, newspaper, video, CD, DVD, websites, etc. The selection must include items for students reading below level, items for students reading on-level, items for students reading above grade level, and non-print resources [websites, DVD, video, games, etc...]. The assignment will include: APA citation, a paragraph describing the content of each source, why it was selected, and how it could be used. (Course Objectives: 5, 7, 9)

Article Review: You will complete a 3-page summary/analysis of two articles related to a content-area/disciplinary literacy subject-area (e.g., Language Arts, Science, Math, Social Studies) taught in the elementary/middle school.(Course Objective: 3)

Implications Paper: For your final exam, you will write a paper describing the implications for your own classroom, school, teaching practice or research goals as a result of the learning and experiences in this course. This paper must be at least 5-page paper in length and you must cite relative articles and other readings. You must write your paper in APA format. (Course Objectives: 3, 10, 11)

Weekly Participation: Each week, we will meet online via Blackboard Collaborate to discuss the weekly readings and class assignments. It is expected that you will be online during these times, actively participating in the in-class activities and discussions during our Collaborate sessions. (Course Objectives: 1, 2, 3, 5, 6, 7, 10, 11)

Honor Code:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the process of the Honor Code.

For additional information visit: <http://www.honorcode.msstate.edu/>

Please note that **Plagiarism** is defined and clarified within the honor code as follows:

1. **Plagiarism:** The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

Clarification:

- e. Intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without proper credit).
- f. Failing to credit sources used in a work product in an attempt to pass off the work as one's own.
- g. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.
- h. The internet, data bases and other electronic resources must be cited if they are utilized in any way as resource material in an academic exercise.

General information pertaining to plagiarism:

1. Faculty members are responsible for identifying any specific style/format requirement for the course. Examples include, but are not limited to, American Psychological Association (APA) style and Modern Languages Association (MLA) style.
2. Direct Quotation: Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged in the text by citation or in a footnote or endnote.
3. Paraphrase: Prompt acknowledgement is required when material from another source is paraphrased or summarized, in whole or in part, in one's own words. To acknowledge a paraphrase properly, one might state: "To paraphrase Locke's comment,..." and then conclude with a footnote or endnote identifying the exact reference.
4. Borrowed facts: Information gained in reading or research, which is not common knowledge, must be acknowledged.
5. Common knowledge: Common knowledge includes generally known facts such as the names of leaders of prominent nations, basic scientific laws, etc. Materials, which add only to a general understanding of the subject, may be acknowledged in the bibliography and need not be footnoted or endnoted.
6. Footnotes, endnotes, and in-text citations: One footnote, endnote, or in-text citation is usually enough to acknowledge indebtedness when a number of connected sentences are drawn from one source. When direct quotations are used, however, quotation marks must be inserted and acknowledgment made. Similarly, when a passage is paraphrased, acknowledgment is required.

Technology:

Technology will be used in both the delivery of the course content and through course requirements completed by teacher candidates. Delivery of course content will use Power Point Presentations, Prezis, and Glogsters. All course assignments will be completed using appropriate software tools. The technology requirements of the course are as follows:

1. Computer with High Speed Internet Access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course).

Diversity

Diversity, within the context of the elementary language arts classroom, will be addressed throughout the course. It will be discussed in terms of appropriate instructional and assessment strategies for lesson plans in phonics/word study, vocabulary, comprehension, and writing to meet the needs of diverse learners.

Disability:

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The Department of Student Support Services (SSS) is the designated unit on campus that assists students requesting academic accommodations based on a disability. SSS seeks to provide educational access and opportunity through support, resources, advocacy, collaboration, and academic accommodations for students with disabilities who are accepted to the University. For additional information contact SSS at 662-325-3335 or at <http://www.sss.msstate.edu>

Student Support Services "seeks to provide educational access and opportunity through support, resources, advocacy, collaboration, and academic accommodations for students with disabilities (as defined by the Americans with Disabilities Act and the Rehabilitation Act of 1973) who are accepted to the University."

Field Component:

This course has a 3-hour field component where the teacher candidates work with a small group of middle level students to identify a common content-area misconception and then to remedy that misconception, the teacher candidates teach a content-area literacy lesson on the misconception.

Evaluation of Student Progress:

This course uses a 600-point scale. The points needed for each letter grade are detailed below. Earning an "A" will take extra effort on the part of the student. A "B" represents quality, acceptable work. Your grade will be determined by the points earned on your assignments and class participation. For assignments submitted after 8: 00 a.m. on the due date, 10% per day will be deducted from the assignment grade for late work submission.

Grading Scale:

600-540 =A
539-480= B
479-420=C
419-360=D
359& below= F

Course Assignment/Activities:

Misconception Interview	100 pts
Textbook Analysis	100 pts
Lesson Plan and Reflection	100 pts
Text-Set Assignment	50 pts
Article Review	50 pts
Implications Paper	100 pts
Weekly Participation (5 weeks @ 20 pts each)	100 pts

Total Points 600 pts

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