

EDRD 523-900 (CRN 40815): Reading & Writing in the Content Areas Summer 2019

Instructor: Dr. Jesse Gleason

Dates: June 24-August 4

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Time: Online

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A. COURSE DESCRIPTION: Examines relevant theories, concepts and research related to development of content specific academic language/literacy skills for all learners, including culturally and linguistically diverse learners. Investigates how to implement effective strategies and select appropriate materials for learners', particularly CLD students', language/literacy development and content learning.

B. PREREQUISITES: Requires full admittance to the PTEP or CLD program, and/or certification at the undergraduate level.

C. RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE: This course is designed for educators to examine more closely the paradigm of Educational Linguistics that has influenced the move toward Academic Literacy. Furthermore, an instructional framework is introduced that allows educators to integrate their knowledge of Academic Language/Literacy and strategies they will use through the semester to the benefit of all learners—the Sheltered Instruction Observation Protocol (SIOP).

D. PROFESSIONAL STANDARDS MET: The professional standards met within this class include the following: International Literacy Association Standards, the Colorado Teacher Quality Standards, Colorado CLD Standards, and Colorado ELL standards.

E. COURSE GOALS AND OBJECTIVES:

Goals: Participants of the course will understand the complexity of language as it relates to the academic context. Successful completion of this course will result in the confidence necessary to teach a reading and writing to meet the World-class Instructional Design and Assessment (WIDA) standards in the regular classroom in the US and abroad.

Objectives: The goals are connected to the following course objectives. (The chart below lists the course objectives under the organizing standards of the International Literacy Association, Colorado state professional standards, and the evidence for performance.)

Objectives	Colorado Standards	Teacher Quality	CLD (8.22)	ELL (5.14)	Materials and evidence for outcomes
1.) Foundational Knowledge: Demonstrates knowledge of literacy and language development for English L1 and L2 learners.		I III	1b 2a-d 3a-f 4b,c,d 5a,d	5.13 5.14	SIOP Textbook Final
2.) Curriculum and Instruction: Applies foundational knowledge to select resources, to develop reading comprehension, vocabulary, and thinking; to improve writing; and, to improve the four domains of human language (speaking, listening, reading, and writing) and para-linguistic semiotics with particular emphasis on English in a multilingual world.		I III	1b 2a-d 3a-f 4b,c,d 5a,d	5.14 5.15	D&J Textbook SIOP Chapter 2-7 Strategy reflections Final
3.) Assessment and Evaluation: Evaluates assessments for instructional purposes including strengths/weaknesses, and for potential learner growth.		I III	1c 3a,d	5.14 5.15	Strategy reflections D&J Textbook SIOP Chapter 1
4.) Diversity and Equity: Examines their own culture and beliefs and appreciates the cultures and languages of other people to draw on the assets of diversity.		I II IV	2a,b,d 3a,b,d, e 4b 5d	5.12 5.14	SIOP Textbook reading Strategy reflections
5.) Learners and Literacy Environment: Applies knowledge of learner development and learning differences to create a literacy-rich environment that employs routines and a variety of groupings.		I II	1b 2a-d 3a-f 4b,c,d 5a,d	5.14	D&J Textbook SIOP Textbook
6.) Professional Learning and Leadership: Reflects upon learning to improve professional knowledge and enhance literacy learning; Demonstrates lifelong learning disposition though positive attitude for reading and writing.		I IV V VI		5.14	Reading guide improvement Strategy reflections

F. COURSE CONTENT:

1. Academic Language and Social Language
2. Language for Appreciating and Creating Story Worlds
3. Language for Recounting What Happened
4. Math & Language for Telling How to do Something
5. Language for Observing and Describing the World
6. Language for Explaining How & Why
7. Language for Persuading Others
8. Language of Inquiry

9. Scaffolding Language in the Classroom through SIOP
10. Functional/Educational Linguistics and WIDA (World-class Instructional Design and Assessment)

Please see the calendar at the end of this document.

G: COURSE REQUIREMENTS:

Required textbooks:

Derewianka, B. & Jones, P. (2016). *Teaching language in context, second edition*. Sydney, AU: Oxford University Press.

Echevarria, J., Vogt, M. & Short, D.J. (2016). *Making content comprehensible for English learners: The SIOP Model*. New York, NY: Pearson.

Additional recommended strategy texts:

Allen, J. (2004). *Tools for teaching content literacy*. (2008). *More tools for teaching content literacy*. Portland, ME: Stenhouse.

Bouchard, M. (2005). *Comprehension strategies for English language learners*. New York, NY: Scholastic.

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

Moss, B. & Loh, B. *35 strategies for guiding readers through informational texts*. New York, NY: Guilford Press.

Vogt, M. & Echevarria, J. (2007). *99 ideas and activities for teaching English learners with SIOP model*. (2014). *99 more ideas and activities for teaching English learners with the SIOP model*. New York, NY: Pearson.

Learning Activities/Course Requirements:

1. **Introduction:** (5 points) Students must provide a written introduction to themselves within the first two days of class on the Discussion Board. It must cover the following information: (1) State your preferred name; (2) Tell us where you grew up; (3) Tell us about your educational background in contrast to that of the people who raised you; (4) Tell us about language loss in your family (i.e., Historically what languages did your family have before the “Americanization movement” at the early part of the 20th century that closed the bi-lingual schools in the USA and pushed the people to mono-English?); (5) Tell us about any languages you currently use and in what social contexts; (6) Tell us if you have lived for a year or more abroad and where, and if you have traveled to non-English dominant countries about that experience; and (7) Tell us why you are taking this course in relation to your personal/professional goals.

As we progress through the semester, if you have Questions, there is a board set-up to post them. I will check it occasionally and you are encouraged to answer your colleague’s questions. If something within one of the text interests you and you want to discuss it, there is also a board set-up for that purpose in case you want more interaction with colleagues over the course of study. Neither of these latter two are required and no points are earned for postings to them, but the introduction is required.

2. **D&J Reading Guides:** (10 @ 10 pts. each = 100 points): These guides assist the readers in engaging with one of the central texts for the course to better apply the information that we are reading about in the D&J Educational Linguistics text. Students should upload their initial completion of their reading guide to the appropriate discussion board to compare their answers with an earlier class' work and the work of their colleagues. Revisions should be made before final submission of the assignment for grading. (See "assignment description".)
3. **Strategy Use Reflections:** (7 @ 5 pts. each = 35 points) As you read the SIOP book, you will need to try out learning strategies to help you process the information. You will then write up a short reflection of the strategy you used for each chapter and how it worked for you including its strengths and weaknesses as a possible strategy for students' use. (See "assignment description".)
4. **Final:** (20 points): The final consists of short answers and requires the application and synthesis of information you read through the course.

Grading:

Please reference the appendices when completing assignments.

Assignments	% of grade	Points	Overall grades determined by the average of total points earned
Introduction	3	5	90-100% = A+/- 80-89% = B+/- 70-79% = C+/- 60-69% = D+/- 59 and below = F
Reading Guides (10)	63	100	
Strategy application reflection	22	35	
Final	12	20	
Total	100	160	

H. POLICIES:

Federal Policies for Financial Aid to University Students: According to federal guidance policies, one credit hour is equivalent to 750 minutes of actual time, or 12.5 hours (so 3 credits = 2250m or 37.5 hours). In addition, for each hour of in-class time, students are expected to dedicate two additional hours outside of class for completion of assigned work and preparation for class. The required readings and tasks associated with them are intended to assure compliance with federal regulations.

Academic Integrity: As stated in the Student Code of Conduct (which can be read at the following site: http://www.unco.edu/dos/student_code_conduct/pdf/StudentCodeofConduct.pdf), "In order to encourage and foster academic excellence, the University expects students to conduct themselves in accordance with certain generally accepted norms of scholarship and professional behaviors. Because of this expectation, the University does not tolerate any form of academic misconduct. Academic misconduct includes but is not limited to plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication. Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals." Any suspected violation of academic integrity will be dealt with on an individual basis and may result in failure of the class.

Students with Disabilities: Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Diversity Statement: The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and world views may be different from their own.

Equal Opportunity: If religious holidays interfere with your attendance or turning in an assignment, please let me know ahead of time and we will make the necessary arrangements. As stated by UNC, "The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University's policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation." (See [www.unco.edu/hr/AAEO TitleIX.htm](http://www.unco.edu/hr/AAEO_TitleIX.htm))

Mission Statements: "The College of Education and Behavioral Sciences contributes to the betterment of society through research, professional service and the preparation of individuals who are skilled lifelong learners capable of working effectively with diverse populations in an evolving global community."

"The School of Teacher Education exists to provide a high quality professional preparation program for educators in an environment that is inclusive, safe, and committed to equity and in partnership with K-12 schools.

[STE Vision] Our future graduates will:

- Be representative of the diversity of our nation
- Be confident in their knowledge of content and pedagogy
- Be able to converse confidently and professionally with any parent, administrator, colleague, scholar, or community member
- Be scholarly, independent, critical thinkers; and thoughtful decision-makers
- Be resilient, pragmatic, tough, idealistic, caring, and joyful".

APPENDIX: Assignment Descriptions

Reading Guides for D&J: *Teaching Language in Context*

PURPOSE: Reading guides are a common instructional strategy used within the academic context to promote comprehension. They are often teacher constructed (although I've had much luck at the high school level with having small groups of students build them for another group of students). These guides have prompts, questions, and graphic organizers that assist the student in previewing, reading, and revisiting the information presented in the central text.

PROCESS: Within the weekly learning unit, open up the reading guide(s) for the D&J chapter to be read. First, read through the guide as it will give you a preview of some of the information that will be contained within the chapter. Second, read through the chapter completing exercises as you read to solidify understanding, allowing freedom to skip some activities if they seem difficult at the time. Third, after having read the chapter, go back through the chapter to review the information it contained and try to answer the few you may have left blank. Finally, save your document(s) in a folder so that you can upload them as an attachment to "self-check" discussion board.

After looking over a previous course participant's work and/or your colleagues' papers in the discussion board, make any desired revisions to your own reading guide. Then, submit the assignment for grading.

PRODUCT: Ten completed reading guides demonstrating application of the textbook ideas.

ASSESSMENT CRITERIA & GRADE SCALE: The completed reading guide submission will be assessed according to the following criteria.

- Evidence that the chapter was read and responses were given accordingly
- Reading guide was submitted so that student could do a "self-check" comparison
- Reading guide completed in its entirety and improved if necessary based on "self-check"
- Submission for grading displays thought and care in preparation
- Organized presentation and clear ideas in writing
- Legible handwriting or typed (Yes, it may be handwritten and scanned if you prefer.)

Grading. Below is a chart of the numeric and descriptive indicators of the assessment:

10	Criteria fully met; extremely well done
9 – 8	Criteria mostly met; elements lacking or not fully developed
7	Not all criteria present, elements lacking and/or not fully developed.
6	Criteria missing and/or extremely underdeveloped; missed the deadline
5	Most criteria is missing
4 – 0	Poorly constructed without regard to criteria, or not submitted within a week of the deadline

Strategy Reflection

PURPOSE: The purpose of these assignments is to have participants reflect upon their own learning and (potential) practice as they read and study the SIOP text.

PROCESS: For each chapter in the SIOP text, participants of the course should take notes on the reading. Participants are encouraged to take notes in the way they normally do so that the first reflection in on this regularized approach. After the first chapter, students should then try new strategies for engaging with written text. Places to get possible strategies for use through the course include: any of the “recommended strategy texts” listed above, the “Strategies” file in the Canvas, <http://www.readingquest.org/a-z-strategies.html>, or something you have found on your own and want to try. Once you have read and taken notes using a strategy, write a reflection and post it to the Canvas.

PRODUCT: Notes taken in relation to the SIOP chapters, and written reflections on the strategy used for note taking.

ASSESSMENT CRITERIA & GRADE SCALE: The completed reflection should include the following seven points.

1. The name of the strategy used for note taking on the chapter, and where you located it.
2. A brief description of the strategy.
3. An explanation of why it was a good, or poor, choice for the written text of a book chapter.
4. An explanation of whether or not it could be used for another type of text such as music, video, static image, or something particular to your content.
5. A brief description of the strengths and weaknesses of the strategy as you experienced them with the chapter read.
6. A statement of whether or not you would teach your (future) students this strategy and why and how you might adjust or modify it, if applicable to make it useful.
7. A list of the one to three most important ideas you are taking from this SIOP chapter.

Grading. Below is a chart of the numeric and descriptive indicators of the assessment:

5	Criteria fully met; extremely well done
4	Criteria mostly met; elements lacking or not fully developed
3	Not all criteria present, elements lacking and/or not fully developed
2	Criteria missing and/or extremely underdeveloped; missed the deadline
1	Most criteria is missing
0	Poorly constructed without regard to criteria, or not submitted within a week of the deadline

Tentative Calendar, EDRD 523: 6-week online summer course

D&J = Derewianka and Jones, *Teaching Language in Context, Second Edition*.

SIOPI = Short and Echevarria, *Developing Academic Language with the SIOPI Model*.

Week	Reading	Task to Complete	Submission Deadline
.5	Syllabus, Calendar, & Canvas SIOPI, Chapter 1	Read through syllabus Reflect on your regular note taking strategy (for Chapter 1)	Thursday, June 27
1	D&J, Chapter 1 – An appropriate model of language SIOPI, Chapter 2	Reading Guide 1 Strategy reflection	Sunday, June 30
1.5	D&J, Chapter 2 – The functions of language SIOPI, Chapter 3	Reading Guide 2 Strategy reflection	Thursday, July 4
2	D&J, Chapter 3 – Introduction to the teaching/learning cycle SIOPI, Chapter 4	Reading Guide 3 Strategy reflection	Sunday, July 7
2.5	D&J, Chapter 4 – Narrative	Reading Guide 4	Thursday, July 11
3	D&J, Chapter 5 – Recounting	Reading Guide 5	Sunday, July 14
3.5	D&J, Chapter 6 – Observing & Describing SIOPI, Chapter 5	Reading Guide 6 Strategy reflection	Thursday, July 18
4	D&J, Chapter 7 – Explaining How & Why	Reading Guide 7	Sunday, July 21
4.5	D&J, Chapter 8 – Persuading SIOPI, Chapter 6	Reading Guide 8 Strategy reflection	Thursday, July 25
5	D&J, Chapter 9 – Responding SIOPI, Chapter 7	Reading Guide 9 Strategy reflection	Sunday, July 28
5.5	D&J, Chapter 10 - Inquiring	Reading Guide 10	Thursday, August 1
	FINAL		Friday, Aug. 2