

**WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
COURSE SYLLABUS**

COURSE NUMBER: MRD 7805

COURSE TITLE: Strategies and Techniques for Teaching Reading/Writing in the Content Areas

National Reading Panel: www.nationalreadingpanel.org

Common Core State Standards:

<http://www.corestandards.org/>

APA Link: <http://www.apastyle.org>

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning
35	5	5	0	70

COURSE TEXTS:

If you would like more precise information regarding the textbook(s) for this class, please visit the bookstore website at <http://www.wilmu.edu/bookstore>

Many of our texts are now e-texts. This was done to reduce costs for candidates. Please check the bookstore website carefully when ordering texts to make sure that you order all required texts. Some courses will have both e-texts and traditional texts. The bookstore will have the correct listings. The information is included here for ordering and accessing e-texts only:

1. Oral Communication

- 1.1 Appraise the needs of diverse audiences and then speak in a clear, confident, and succinct manner.
- 1.2 Research, construct, and deliver professional presentations using a variety of communication tools and techniques.

2. Written Communication

- 2.1 Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary)
- 2.2 Exhibit competence in writing for specific purposes, diverse audiences, and genres.
- 2.3 Correctly and ethically present scholarly writings utilizing the selected citation and

3. Disciplined Inquiry

- 3.1 Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.

4. Information Literacy

- 4.1 Using contemporary technology, evaluate and utilize credible, discipline specific information effectively and with appropriate attribution.

5. Ethics

- 5.1 Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the profession.

IDEA Course and Instructor Evaluations: Wilmington University takes instructor and course evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of WU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks prior to the end of each class, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments and feedback.

The course measures your learning on specific items on the IDEA. Your syllabus denotes them as Essential and Important. These are listed as items 21-32 on the course evaluations that are submitted to you. It is important that you evaluate your progress on these as you move through each course. They correspond to the following items:

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning fundamental principles, generalizations, or theories.
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions).

- Submit work that is original in nature and is created during the time frame of this course. Candidates may not submit the same work for two different assignments.
- Provide professional feedback to peers. Since feedback is an important aspect of this course, please use professional well thought-out statements when offering feedback. When done well, appropriate and professional peer feedback can greatly enhance the learning experience for all involved.
- Turn off all potentially disruptive electronic devices such as cell phones. No texting during class time. Please be respectful of your classmates and instructor.
- Follow the basic format of current APA style when writing papers and submitting assignments. The APA Manual is a required text for the program.
- Use their WU wildcats email address for communicating with the instructor.

II. PROGRAM/ILA/TESOL COMPETENCIES:

International Literacy Association: Standard 1: 1.1; Standard 2: 2.1, 2.2, 2.3; Standard 3: 3.3; Standard 5: 5.2, 5.4

Standard 1: Foundational Knowledge. The candidates understand the theoretical and evidence based foundations of reading and writing processes and instruction. As a result, candidates:

- 1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading writing connections.

LEARNING OUTCOMES
Describe and explain the four aspects of literacy
Describe and explain reading as a process for comprehending, analyzing and extending meaning from the text.
Review reading skills of vocabulary, and comprehension.
Demonstrate an understanding of the relationship of reading and writing skills with listening and speaking.
Describe the relevancy of research from general education and how it has influenced literacy education and specially note how cognitive research and metacognition, schema theory and scaffolding influence reading and the content area.
Describe how reading in the content areas is necessary and the factors that affect reading in the content area such as background of the reader, the type of text and the context of the reading situation.

Demonstrate an understanding of the nature and multiple causes of reading and writing difficulties as they relate to the content areas

TESOL Competencies: Standards 3, 4, and 5. Program competencies are derived from the Teachers of English to Speakers of Other Languages (TESOL) Professional Teaching Standards.

COMPETENCY 3: Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs. (TESOL Standard 3: Planning, Implementing, and Managing Instruction).

LEARNING OUTCOMES	
	level of language
proficiency.	
Organize learning around standards-based subject matter and language learning objectives.	
Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.	
Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials for instruction.	
including the appropriate use of their first language.	

Learning Activities - The candidate will:

1. Engage in comprehensive content-area literacy study.
2. Create an in-depth differentiated lesson plan with appropriate strategies for each level of language proficiency.
3. Prepare a content-area handbook to include language learning objectives and strategies in four major content areas.
4. Compile a list of culturally-responsive non-fiction print and electronic resources.

COMPETENCY 4:

Learning Activities - The candidate will:

1. Engage in comprehensive content-area literacy study.
2. Review case studies to identify the cause of reading challenges, whether language difficulty or disability.
3. Apply data gathered from assessments in planning instruction.

COMPETENCY 5: Candidates keep current with new instructional techniques, research results, and advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families. (TESOL Standard 5: Professionalism)

LEARNING OUTCOMES
Read and respond to current research on language learning and content area literacy.
Reflect on ways to improve instruction based on assessment results.
Work with colleagues to provide a comprehensive and challenging educational opportunity for ELLs.

directions for both Windows and Mac users, as well as general information for both Windows and Mac users.

area teachers. Include, as an appendix, a Nonfiction Literature Resource List including:

Two concepts/topics for **each** of four content areas (Math, Social Studies, Science, English Language Arts), with an explanation of each of these concepts or topics.

Overall use of **five** strategies for content learning, description of steps involved, and summary of research behind each.

Differentiation by Multiple Intelligence and Language Levels 1, 3, and 5
Informational texts, both digital and print, to be used in the content area.

Bibliographic information detailing each text, a summary and activities to extend each of the texts.

- Present the handbook to staff with an overview of its purpose and demonstrate one of the strategies.

Note: This assignment will be developed throughout the course and sections will be submitted

3. Argument Essay

10 %

After reading and viewing the articles, PPTs, and videos related to content area and disciplinary literacy, candidates will construct an argumentative essay detailing the most effective methods for teaching ELLs. Specific examples from the readings and viewings must be cited to support the thesis of the paper. While there is no prescribed length for this essay, it should reflect the requirements of the writing rubric in this document.

4. Discussions and Other Assignments

20 %

10 assignments including 6 Discussion boards, 2 Journals and 2 assignments. Candidates will participate in weekly discussions and complete assignments accordingly.

B. Graduate Grading Scale:

A 95-100	B- 83-85	F less than 74
A-92-94	C+ 80-82	FA Failure due to Absence
B+89-91	C 77-79	NA Never attended
B 86-88	C- 74-76	NG

*To be completed either by the parents/legal guardians of minor students involved in this project
or by students who are 18 or more years of age that are involved in this project)*

Dear Parent/Guardian:

I am a participant this term in a course that requires clinical fieldwork for graduate candidates conducted by Wilmington University. This course is part of a graduate level degree in one area of teacher preparation. The primary purpose of this course is to develop a model of teaching that can measure and lead to improvement of the performance of teacher candidates and their impact upon K-12 student achievement.

This course may include submissions of short video recordings of lessons taught in your child's class or with your child, individually. Although the video recordings involve both the teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class. In the course of taping, your child may appear on the video recordings. Also, I may submit samples of student work as evidence of teaching practice, and that work may include some of your child's work.

No student's last name will appear on any materials that are submitted. Wilmington University, at its sole discretion, may use and distribute my video

**Delaware Professional Teaching Standards
(Revised July 2003)**

Standard #1 Content Knowledge	The teacher understands the core concepts and structure(s) of the discipline(s) and their related content standards and creates learning experiences that make the content meaningful to students.
Standard #2 Human Development and Learning	The teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of each learner.
Standard #3 Diverse Learners	The teacher understands how students differ and adapts instruction for diverse learners.
Standard #4 Communication	The teacher understands and uses effective communication.
Standard # 5 Learning Environment	The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.
Standard #6 Planning for Instruction	The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and Delaware's student content standards.
Standard # 7 Instructional Strategies	The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding, and application of knowledge.
Standard # 8 Assessment	The teacher understands multiple assessment strategies and uses them for the continuous development of students.
Standard # 9 Professional Growth	The teacher understands the importance of continuous learning and pursues opportunities to improve teaching.
Standard # 10 Professional Relationships	The teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well being.
Standard #11 Educational Technology	The teacher understands the role of educational technology in learning and uses educational technology as an instructional and management tool.
Standard # 12 Professional Conduct	The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.

Teaching Standards. The second Draft Committee and prepared by Yvonne Harper of the Assessments and

Multicultural Language Learners (MLL)

The MLL ESOL Literacy Degree provided by Wilmington University includes five courses that meet the TESOL (Teachers of English Speakers of Other Languages) Standards. The competencies designated in the syllabi correspond to those Domains and Standards listed below. Successful completion of these courses meets the educational standards designated by the State of Delaware for issuance of a K-12 ESL endorsement.

Domain I: Language (Competency 1) Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs) develop language and literacy and achieve in the content areas.

Standard 1.a. Language as a System

Standard 1.b. Language Acquisition and Development

Domain II: Culture (Competency 2) Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Standard 2 Culture as It Affects Student Learning

Domain III: Planning, Implementing, and Managing Instruction (Competency 3)

Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction

Domain IV: Assessment (Competency 4) Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

Standard 4.a. Issues of Assessment for English Language Learners

Standard 4.b. Language Proficiency Assessment

Standard 4.c. Classroom-Based Assessment for ELLs

Performance Level	1 Unsatisfactory	2 Developing	3 Acceptable	4 Proficient	5 Exemplary
PC/ILA 2.1, 2.2, 4.1 TESOL 3.a Writing activities are appropriate for cultural/linguistic needs and matched to strategy.	Connects reading to writing with sensitivity to issues of diversity. No writing activities are included.	One writing activity is present for each activity in less than four content areas and is basic in nature. Does not provide cultural/linguistic needs.	Writing activities are well matched to strategy for 1 example in two content areas. Provides cultural /linguistic needs.	Writing activities are well matched to the strategy for 2 examples in each content area. Provides for diversity in /linguistic needs.	Writing activities are well matched to the strategy for both examples in each content area. Additional suggestions are provided to meet cultural/linguistic needs.
PC/ILA 2.3, 4.1 TESOL 3.c Includes resource list. Supports teachers in selecting varied materials and addressing cultural/ linguistic needs.	Resource list is missing.	Resource list includes a list of print or digital text. The list does not include any additional information about the texts.	Resource list includes grade appropriate print OR digital text and includes a multicultural reference and/or a summary.	Resource list includes grade appropriate print and digital text, as well as multicultural reference and a summary	Resource list includes grade appropriate print and digital text. Resource list is complete and identifies content area, multicultural reference, summary, and an activity to extend the text.
PC/ILA 2.3 TESOL 5.b Supports teachers in selecting materials, etc. Documentation	Documentation is missing.	Documentation is provided stating that handbook has been given to school.	Documentation is provided showing that the handbook is available to school staff and teachers.	Documentation is provided showing that the handbook is available and readily accessible to school staff and teachers. Document was presented in a formal meeting.	Documentation is provided showing that handbook is available and readily accessible to school staff and teachers and is designed for ongoing collaboration. Document was presented in a formal meeting.

Reflection

Reflection is not present on the effectiveness of the activity.

Reflection is attempted but only makes vague references to the strengths or areas of need within the activity.

Reflection on the strengths and areas of need within the activity is

		in spelling, punctuation, and grammar.	and spelling errors but no errors in grammar identified.	<u>grammar errors</u> noted. A few minor punctuation errors identified.	level of student. Absolutely <u>no errors</u> in spelling, punctuation, or grammar noted.	
					Total Rubric Score =	
					5 points	

Additional Comments: Modified by D. Emeigh 8/14. Adapted by T. Bennett/ Created by Denise Westbrook, Full-time Nursing Faculty

**WILMINGTON UNIVERSITY COLLEGE OF EDUCATION/ TESOL PROGRAM
SEA & SCORING RUBRICS: CONTENT AREA LITERACY**

ARGUMENT ESSAY RUBRIC

DISCIPLINE SPECIFIC VS. CONTENT AREA READING Evaluate research and resources on discipline-specific literacy and content area reading. Write an argument essay determining if discipline-specific vs. content area reading strategies are most effective for teaching ELLs. Use APA format and include evidence from the research and resources in your essay.

Performance Levels/Elements	1 Unsatisfactory	2 Developing	3 Acceptable	4 Proficient (Target)	5 Exemplary
TESOL 3.c, 5.a Introduction and Thesis Statement	Introduction is not developed. It does not provide the general subject matter of the work nor the background, context, title, and author of the work discussed. Thesis is missing from the essay.	Introduction contains little development, providing neither the general subject of the paper nor the background and context of the work discussed. Thesis is an outline of points; it is not an arguable statement of position.	Introduction is adequately developed. It mentions the title and author of the work discussed, but does not give the context and background of the work. Thesis is a clear, arguable statement of position.	Introduction is adequately developed, introducing the general subject of the paper and narrowing down to the thesis statement. Thesis is a clear, arguable, definitive statement of position that answers a why or how question.	Introduction is thoroughly developed, introducing the general subject of the paper and narrowing down to the thesis statement. Thesis is a clear, arguable, well developed, and definitive statement of position. It answers a why or how question.
TESOL 5.a Development, Opposition, and Refutation	Essay does not present any evidence of development of points that support the thesis. Essay does not include opposition or refutation.	Essay demonstrates minimal development of points, many of which do not support the thesis. Essay does not include opposition or refutation.	Essay demonstrates adequate development of points that support the thesis. Essay explains opposition and gives refutation.	Essay demonstrates a logical development of points that support the thesis. The essay clearly explains opposition and persuasively refutes it.	Essay demonstrates a logical and thorough development of points that support the thesis. The essay clearly and fully explains opposition and persuasively refutes it.

<p>TESOL 5.a Organization, Analysis of Textual Evidence</p>	<p>Essay is not organized and does not include textual evidence that is relevant to the thesis.</p>	<p>Organization structure minimally supports the position and is not consistent throughout the body of the essay. Essay includes textual evidence that is irrelevant and is not analyzed.</p>	<p>Organizational structure supports the position but may not be consistent throughout the body of the essay. Essay includes relevant and adequately analyzed textual evidence to support the thesis.</p>	<p>Organizational structure supports the position statement and is consistent throughout the body of the essay. Essay includes relevant and analyzed textual evidence to support the thesis.</p>	<p>Organizational structure enhances and supports the position statement and is consistent throughout the body of the essay. Essay includes relevant and fully analyzed textual evidence to support the thesis.</p>
---------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DIFFERENTIATED INSTRUCTION	WRITING ACTIVITIES
<i>Identify and describe how you would incorporate multiple intelligences/ learning styles in teaching this concept with this strategy. Include differentiation for 3 levels of ELL language learners: L1, L3, L5.</i>	<i>Describe one writing activity that could be used to develop and/or demonstrate knowledge of this concept. Include the CCSS.</i>
Theory and Research that Guides	
<i>Briefly summarize the research and/or theory that guided your instructional decision.</i>	

MRD 7805/7815/7921

References

- Atwell, N. (2002). *In the Middle: New understanding about writing, reading, and learning*. (2nd ed.). Portsmouth, NH: Heinemann.
- Baines, L., & Kunkel, A. (2003). *Teaching adolescents to write: The unsubtle art of naked teaching*. Boston: Pearson.
- Christenbury, L. (2006). *Making the journey: Being and becoming a teacher of English Language Arts* (3rd ed.). Portsmouth, NH: Heinemann.
- Cunningham, P.M., & Allington, R.L. (2003). *Classrooms that work: They can all read and write* (3rd ed.). NY: Allyn and Bacon.
- Daniels, H., & Zemelman, S. (2004). *Subjects matter: Every teacher's guide to content-area reading*. NY: Heineman.
- Hurt, J. (2003). *Taming the standards: A commonsense approach to higher student achievement, K-12*. NY: Heineman.
- King-Shaver, B (2005). *When text meets text: Helping high school readers make connections in literature*. Portsmouth, NH: Heinemann.
- King-Shaver, B., & Hunter, A. (2003). *Differentiated instruction in the English classroom: Content, process, product, and assessment*. Portsmouth, NH: Heinemann.
- Kirby, D., Kirby, D.L., & Liner, T. (2003). *Inside out: Strategies for teaching writing* (3rd ed.). NY: Heinemann.
- McCann, T.M., Johannessen, L.R., Kahn, E., Smagorinsky, P., & Smith, M.W. (2005). *Reflective teaching, reflective learning: How to develop critically engaged readers, writers, and speakers*. Portsmouth, NH: Heinemann.
- Moore, D.W., & Hinchman, K.A. (2006). *Teaching adolescents who struggle with reading: Practical strategies*. Boston: Pearson.
- Olson, C.B. (2003). *The Reading/Writing connection: Strategies for teaching and learning in the secondary classroom*. Boston: Pearson.
- Probst, R.E. (2004). *Response and analysis: Teaching literature in secondary school*(2nd ed.). Portsmouth, NH: Heinemann.
- Reynolds, M. (2004).

- Roe, B.D., & Smith, S.H. (2005). *Teaching reading in today's middle schools*. Boston: Houghton Mifflin.
- Roe, B.D., & Stoodt-Hill, B.D. (2004). *Secondary school literacy instruction: The content areas* (8th ed.). Boston: Houghton Mifflin.
- Smith, M.W., & Wilhelm, J.D. (2006). *Going with the flow: How to engage boys (and girls) in their literacy learning*. Portsmouth, NH: Heinemann.
- Tierney, R.J., and Readence, J.E. (2005). *Reading strategies and practices: A compendium* (6th ed.). Boston: Pearson Education.
- Tompkins, G.E. (2006). *Literacy for the 21st century: A balanced approach* (4th ed.). Upper Saddle River, NJ: Merrill.
- Vacca, R.T., and Vacca, J.L. (2005). *Content area reading: Literacy learning across the curriculum* (8th ed.). Boston: Pearson Education.