STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

<table>
<thead>
<tr>
<th>Reading</th>
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<tbody>
<tr>
<td>EDU 548</td>
</tr>
<tr>
<td>Content Area Literacy</td>
</tr>
<tr>
<td>Credit Hours = 3</td>
</tr>
<tr>
<td>Length of Course = 16 weeks</td>
</tr>
<tr>
<td>Prerequisites = None</td>
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Instructor Information

Instructor: APUS Faculty

Course Description (Catalog)

EDU 548 is a three-credit hour course that presents essential literacy skills and examines ways in which they may be developed in K-12 subject area classrooms. This course will provide an overview of the reading process based on current theory and scientifically based research as well as best practices for promoting content area reading and learning. A variety of instructional strategies for reading and writing will be presented for use in all content areas and grade levels. The use of technology to expand students’ literacies will also be investigated.
**Course Scope**

Teachers across all grade levels must demonstrate, model, and allow practice of reading strategies before, during and after reading. To develop your understanding of reading strategies and how they work, this course will present essential literacy skills and examine ways in which they may be developed in K-12 subject area classrooms. This course will provide an overview of the reading process based on current theory and scientifically based research as well as best practices for promoting content area reading and learning.

**International Reading Association Standards for Literacy Professionals**

The content (readings and assignments) for RDNG 622 is in alignment with numerous elements cited in the International Reading Association Standards for Reading Professionals (2003). Theses standards represent knowledge and competencies for classroom teachers and reading specialists.

**Standard 1. Foundational Knowledge**

11.2 Knowledge of reading research

1.4 Knowledge of the major components of reading (vocabulary and background knowledge, fluency, comprehension strategies and motivation) and how they are integrated in fluent reading)

**Standard 2. Instructional Strategies and Curriculum Materials**

2.1 Using instructional grouping options (individual, small-group, whole group, whole class, and computer based as appropriate for accomplishing given purposes.

2.2 Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.

2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

**Standard 3 Assessment, Diagnosis, and Evaluation**

3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology based assessment tools.

3.3 Use assessment information to plan, evaluate and revise effective instruction that meets the needs of all students including those at different developmental stages and those from different cultural and linguistic backgrounds.

**Standard 4 Creating a Literate Environment**

4.1 Uses students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.

4.2 Use a large supply of books, technology based information, and nonprint materials representing multiple levels, broad interests and cultural and linguistic backgrounds.

4.3 Model reading and writing enthusiastically as valued lifelong activities.

**Standard 5 Professional Development**

5.1 Display positive dispositions related to reading and the teaching of reading.

5.2 Continue to pursue the development of professional knowledge and dispositions.

**CEC Standards for All Beginning Special Education Teachers**
The content (readings and assignments) for RDNG 622 is in alignment with numerous elements cited in the CEC Standards for All Beginning Special Education Teachers (2006). These standards represent knowledge and competencies for special education teachers. However, various CEC standards are also consistent with general, inclusive classroom practice. The following special education related reading standards are addressed in this course.

**Standard 2: Development and characteristics of learners**  
Knowledge: Theories of typical and atypical early childhood development.

**Standard 3: Individual learning differences**  
Skills: Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.

**Standard 4: Instructional strategies**  
Skills: Use instructional practices based on knowledge of the child, family, community, and the curriculum.  
Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children. Prepare young children for successful transitions.

**Standard 7: Instructional planning**  
Skills: Plan and implement developmentally and individually appropriate curriculum.  
Design intervention strategies incorporating information from multiple disciplines.  
Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.

**Standard 8: Assessment**  
Skills: Assess the development and learning of young children.  
Participate and collaborate as a team member with other professionals in conducting assessments.

**Standard 9: Professional and ethical practice**  
Knowledge: Organizations and publications relevant to the field of special education.  
Skills: Participate in activities of professional organizations relevant to the field of special education.  
Apply research and effective practices
Course Objectives

After successfully completing this course, students will be able to:

1. Understand the reading process and implications for teaching
2. Read and thoughtfully reflect on text, focusing on literacy instruction in the content areas
3. Identify special reading demands in his/her major or minor content areas and develop appropriate instructional activities to improve reading
4. Demonstrate an understanding of key concepts through discussions, written work, and deliverables.
5. Demonstrate understanding and application of strategies for teaching literacy in the content areas
6. Understand the range of student ability in reading performance and select and design materials and assessments appropriate to various ability levels
7. Develop proficiency in technology which may enhance learning and teaching
8. Develop an understanding and philosophical cognizance of the vital role the content area teacher plays in students’ literacy development.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished through a threaded Forum), and individual assignments (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this sixteen-week course.

Course Materials

There are two textbooks required for this course:

ISBN -10: 0205532152


*Additional supplemental readings will be assigned in class and available online
In addition to the required course texts the following public domain Websites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

**APA Format**
http://www.apa.org
American Psychological Association homepage with information regarding APA style and guidelines.

**West Virginia Content Standards**
http://wvde.state.wv.us/csos/
The West Virginia Department of Education site lists all applicable standards for content based on area of instruction.

**Read- Write- Think**
www.readwritethink.org - read - write- think partnership between the International Reading Association, NCTE, and the Verizon Foundation established in 2002. They are working to provide educators and students access to high quality practices and resources for instruction through free, Internet-based content in reading and language arts.

**SEDL**
www.sedl.org - Formerly the Southwest Educational Development Laboratory, known now as only SEDL. SEDL was established in 1966 and is based in Austin, TX. They are a private, non-profit research, development, and dissemination corporation working to bridge the gap between educational research and practice to ensure a high quality education for all learners. Research focuses on solving significant problems facing educational systems and communities.

**Literacy Matters**
www.literacymatters.org - Sponsored by the Educational Development Center (EDC) Literacy Matters works to improve the literacy development of middle school and secondary school students, especially those experiencing difficulty. What “matters” to Literacy Matters is adolescent literature and content area literacy. Literacy Matters works to reach three distinct audiences: teachers, parents, and adolescent learners.

**Content Area Literacy**
www.literacy.uconn.edu/contlit.htm - Part of The Literacy Web at The University of Connecticut providing valuable links to various content area literacy resources and projects.

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**Evaluation Procedures**

**Homework assignments (6)**
In addition to weekly text reading assignments, throughout the semester you will complete various response/reflection activities. Each unit includes at least 2 but not more than 5 such activities. By completing these reflective, activities you will be demonstrating your understanding and application of the synthesis of the unit reading assignments. The graduate writing rubric will be used for grading.
Projects (5)
There are five major projects for this course: a lesson development project, a textbook learnability assignment, a teaching unit webquest, materials evaluation, and a synthesizing final position paper.
For each of these assignments, detailed guidelines will be provided. The graduate writing rubric will be used for grading.

Forum Participation (6)
The Forum will be employed as a forum for discussing issues of interest to the class through the web. Students are required to post their biography in the Forum (week 1) and participate each week in a Forum thread(s). Also, appropriate “NETIQUETTE” should be followed for all postings. The Forum rubric will be used for grading.

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Assignments (Six at 15 points each)</td>
<td>9%</td>
</tr>
<tr>
<td>Projects</td>
<td>63.5%</td>
</tr>
<tr>
<td>Forum participation (Eleven occurrences at 25 points each)</td>
<td>27.5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
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</table>

The success of this course depends on our ability to have read the assigned readings closely, to have thought carefully about the points raised or ignored by authors, and to bring to the group your questions and concerns about their theses and positions into the discussions groups. Prior to each class, I will post Announcements and outline the focus of the subsequent session and direct your reading. Having prepared the readings prior to class ensures your productive participation.

In all participation and assignments, I am looking for evidence of:

- demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- critical contemplation, i.e., "grapple" with issues and topics;
- appropriate use of knowledge learned;
- imaginative thinking and responses to challenges/problems/issues;
- exploring underlying assumptions about the lifelong value of education and schooling;
- clarity of expression and logical connection among ideas expressed;
- writing that reflects precise and concise thinking;
- excellent grammar, syntax, and spelling.

RUBRICS

M.Ed. Forum Rubric
<table>
<thead>
<tr>
<th>APUS Assignment Rubric Graduate Level</th>
<th>EXEMPLARY LEVEL</th>
<th>ACCOMPLISHED LEVEL</th>
<th>DEVELOPING LEVEL</th>
<th>BEGINNING LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SYNTHESIS OF KNOWLEDGE (FOCUS/THESIS)</strong></td>
<td>Student exhibits a defined and clear understanding of the discussion questions. Response is clearly defined and well constructed to help guide the reader throughout the assignment. Student builds upon the thesis of the assignment with well-documented and exceptional supporting facts, figures, and/or statements. In addition, the student generates discussion with at least 2 classmates.</td>
<td>Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to strengthen the key focus of assignment.</td>
<td>Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While thesis helps to guide the development of the assignment, the reader may have some difficulty in seeing linkages between thoughts. While student has included a few supporting facts and statements, this has limited the quality of the assignment.</td>
<td>Exhibits a limited understanding of the assignment. Reader is unable to follow the logic used for the thesis and development of key themes. Introduction of thesis is not clearly evident, and reader must look deeper to discover the focus of the writer. Student’s writing is weak in the inclusion of supporting facts or statements. Student does not engage in class discussion.</td>
</tr>
<tr>
<td><strong>FOUNDATION OF KNOWLEDGE</strong></td>
<td>Student demonstrates proficient command of the subject matter in the discussion. Post shows an impressive level of depth of student’s ability</td>
<td>Student exhibits above average usage of subject matter in discussion. Student provides above average ability to relate course content to examples given.</td>
<td>The discussion reveals that the student has a general, fundamental understanding of the course material. Whereas, there are areas of</td>
<td>Student tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in various segments.</td>
</tr>
<tr>
<td>APPLICATION OF KNOWLEDGE (CRITICAL THINKING SKILLS)</td>
<td>to relate course content to practical examples and applications. Student provides comprehensive analysis of details, facts, and concepts in a logical sequence.</td>
<td>Student demonstrates a higher-level of critical thinking necessary for graduate level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions which are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Student presents a genuine intellectual development of</td>
<td>Details and facts presented provide an adequate presentation of student’s current level of subject matter knowledge. Some concern in the linkages provided between facts and supporting statements. Student generally explains concepts, but only meets the minimum requirements in this area.</td>
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<tr>
<td></td>
<td>Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Discussion demonstrates the student’s above average use of relating concepts by using a variety of factors.</td>
<td>Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.</td>
<td>Student demonstrates beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.</td>
<td></td>
</tr>
<tr>
<td>RESEARCH SKILL</td>
<td>Exemplary Level 4</td>
<td>Accomplished Level 3</td>
<td>Developing Level 2</td>
<td>Beginning Level 1</td>
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<tr>
<td>Ideas throughout assignment.</td>
<td>Student provides sophisticated synthesis of complex body of information in the preparation of assignment. Research provided by student contributes significantly to the development of the overall thesis. Student incorporates a variety of research resources and methodology in the preparation of discussion.</td>
<td>Student achieves an above average synthesis of research, but interpretation is narrow in scope and description within assignment.</td>
<td>Assignment provides a basic, but borderline perspective of student’s research abilities.</td>
<td>Student fails to provide an adequate synthesis of research collected for assignment. The lack of appropriate references or source materials demonstrates the student’s need for additional help or training in this area. The discussion post is not of acceptable quality for graduate-level work.</td>
</tr>
<tr>
<td>APUS Assignment Rubric</td>
<td>EXEMPLARY LEVEL 4</td>
<td>ACCOMPLISHED LEVEL 3</td>
<td>DEVELOPING LEVEL 2</td>
<td>BEGINNING LEVEL 1</td>
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<tr>
<td>SYNTHESIS OF KNOWLEDGE (FOCUS/THESIS) [Graduate Learning Outcomes Assessment Objective #4]</td>
<td>Student exhibits a defined and clear understanding of the assignment. Thesis is clearly defined and well constructed to help guide the reader throughout the assignment. Student builds upon the thesis of the assignment with well-documented and exceptional supporting facts, figures, and/or statements.</td>
<td>Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to support the key focus of assignment.</td>
<td>Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While thesis helps to guide the development of the assignment, the reader may have some difficulty in seeing linkages between thoughts. While student has included a few supporting facts and statements, this has limited the quality of the assignment.</td>
<td>Exhibits a limited understanding of the assignment. Reader is unable to follow the logic used for the thesis and development of key themes. Introduction of thesis is not clearly evident, and reader must look deeper to discover the focus of the writer. Student's writing is weak in the inclusion of supporting facts or statements.</td>
</tr>
<tr>
<td>FOUNDATION OF KNOWLEDGE [Graduate Learning Outcomes Assessment Objective #3]</td>
<td>Student demonstrates proficient command of the subject matter in the assignment. Assignment shows an impressive level of depth of student's ability to relate course content to practical examples and applications. Student provides comprehensive analysis of details, facts, and concepts in a logical sequence.</td>
<td>Student exhibits above average usage of subject matter in assignment. Student provides above average ability in relating course content in examples given. Details and facts presented provide an adequate presentation of student's current level of subject matter knowledge.</td>
<td>The assignment reveals that the student has a general, fundamental understanding of the course material. Whereas, there are areas of some concern in the linkages provided between facts and supporting statements. Student generally explains concepts, but only meets the minimum requirements in this area.</td>
<td>Student tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in various segments. Student presents concepts in isolation, and does not perceive to have a logical sequencing of ideas.</td>
</tr>
<tr>
<td>APUS Assignment Rubric</td>
<td>EXEMPLARY LEVEL 4</td>
<td>ACCOMPLISHED LEVEL 3</td>
<td>DEVELOPING LEVEL 2</td>
<td>BEGINNNIG LEVEL 1</td>
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<tr>
<td><strong>APPLICATION OF KNOWLEDGE (CRITICAL THINKING SKILLS)</strong> [Graduate Learning Outcomes Assessment Objective #5]</td>
<td>Student demonstrates a higher-level of critical thinking necessary for graduate level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions which are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Student presents a genuine intellectual development of ideas throughout assignment.</td>
<td>Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Assignment demonstrates the student’s above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.</td>
<td>Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.</td>
<td>Student demonstrates beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.</td>
</tr>
<tr>
<td><strong>ORGANIZATION OF IDEAS/FORMAT</strong></td>
<td>Student thoroughly understands and excels in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall format of assignment includes an appropriate introduction (or abstract), well-developed paragraphs, and conclusion. Finished assignment demonstrates student’s ability to plan and organize research in a logical sequence.</td>
<td>Student explains the majority of points and concepts in the assignment. Learner demonstrates a good skill level in formatting and organizing material in assignment. Student presents an above average level of preparedness, with few formatting errors.</td>
<td>Learner applies some points and concepts incorrectly. Student uses a variety of formatting styles, with some inconsistencies throughout the paper. Assignment does not have a continuous pattern of logical sequencing.</td>
<td>Assignment reveals formatting errors and a lack of organization. Student presents an incomplete attempt to provide linkages or explanation of key terms.</td>
</tr>
<tr>
<td>APUS Assignment Rubric Graduate Level</td>
<td>EXEMPLARY LEVEL 4</td>
<td>ACCOMPLISHED LEVEL 3</td>
<td>DEVELOPING LEVEL 2</td>
<td>BEGINNING LEVEL 1</td>
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<tr>
<td>WRITING SKILL [Graduate Learning Outcomes Assessment Objective #2]</td>
<td>Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise writing style. Presents a thorough, extensive understanding of word usage. Student excels in the selection and development of a well-planned research assignment. Assignment is error-free and reflects student's ability to prepare graduate-level writing for possible publication in a peer-reviewed (refereed) journal.</td>
<td>Student provides an effective display of good writing and grammar. Assignment reflects student's ability to select appropriate word usage and presents an above-average presentation of a given topic or issue. Assignment appears to be well written with no more than 3-5 errors. Student provides a good final product that covers the above-minimal requirements.</td>
<td>Assignment reflects basic writing and grammar, but with more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by student. Student uses a basic vocabulary in assignment. Student's writing ability is average, but demonstrates a basic understanding of the subject matter.</td>
<td>Topics, concepts, and ideas are not coherently discussed or expressed in assignments. Student's writing style is weak and needs improvement, along with numerous proofreading errors. Assignment lacks clarity, consistency, and correctness. Student needs to review and revise assignment.</td>
</tr>
<tr>
<td>USE OF COMPUTER TECHNOLOGY/APPLICATIONS</td>
<td>Student provides a high-caliber, formatted assignment. Learner exhibits excellent use of computer technology in the development of assignment. Quality and appropriateness of stated references demonstrate the student's ability to use technology to conduct applicable research. Given assignment includes appropriate word processing, spreadsheet and/or other computer applications as part of the final product.</td>
<td>Assignment presents an above-average use of formatting skills, with less than 3 errors. Students has a good command of computer applications to format information and/or figures in an appropriate format. Student uses at least two types of computer applications to produce a quality assignment.</td>
<td>Student demonstrates a basic knowledge of computer applications. Appearance of final assignment demonstrates the student's limited ability to format and present data. Resources used in assignment are limited. Student may need to obtain further help in the use of computer applications and Internet research.</td>
<td>Student needs to develop better formatting skills. The student may need to take additional training or obtain help from the Educator Help Desk while preparing an assignment. Research and resources presented in the assignment are limited. Student needs to expand research scope. The number of formatting errors is not acceptable.</td>
</tr>
<tr>
<td>APUS Assignment Rubric Graduate Level</td>
<td>EXEMPLARY LEVEL 4</td>
<td>ACCOMPLISHED LEVEL 3</td>
<td>DEVELOPING LEVEL 2</td>
<td>BEGINNNIG LEVEL 1</td>
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<tr>
<td>RESEARCH SKILL [Graduate Learning Outcomes Assessment Objective #1]</td>
<td>Student provides sophisticated synthesis of complex body of information in the preparation of assignment. Research provided by student contributes significantly to the development of the overall thesis. Student incorporates at least of 7-10 quality references in assignment. Student incorporates a variety of research resources and methodology in the preparation of assignment.</td>
<td>Student achieves an above average synthesis of research, but interpretation is narrow in scope and description within assignment. Assignment contains less than 7 resources, and presents an average overview of key concepts.</td>
<td>Assignment provides a basic, but borderline perspective of student’s research abilities. Student has incorporated less than 4 sources, which does not attempt to cover key elements of assignment.</td>
<td>Student fails to provide an adequate synthesis of research collected for assignment. The lack of appropriate references or source materials demonstrates the student’s need for additional help or training in this area. Student needs to review and revise the assignment. The paper is not of acceptable quality for graduate-level work.</td>
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<td>TOTAL POINTS</td>
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<td>Grade</td>
<td>GPA / Percent</td>
<td>Description</td>
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<td>--------------------------------------------</td>
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<td></td>
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<tr>
<td>A</td>
<td>4.0 / 100 - 94</td>
<td>Very high quality, clearly above average work</td>
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<tr>
<td>A-</td>
<td>3.67 / 93- 90</td>
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<tr>
<td>B+</td>
<td>3.53 / 89- 87</td>
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<td>B</td>
<td>3.0 / 86- 84</td>
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<td>B-</td>
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<tr>
<td>C+</td>
<td>2.33 / 79- 77</td>
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<td>C</td>
<td>2.0 / 76- 73</td>
<td>Expected performance level</td>
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<td>C-</td>
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<td>D+</td>
<td>1.33 / 69- 67</td>
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<td>D</td>
<td>1.0 / 66- 64</td>
<td>Failing</td>
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<td></td>
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<tr>
<td>D-</td>
<td>0.67 / 63- 60</td>
<td>Failing</td>
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<td>F</td>
<td>0.0 / 59- 0</td>
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<td>Withdrawn Passing</td>
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<td>3.67 / 93- 90</td>
<td>Withdrawn Failing</td>
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Course Outline

16 Week Course

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Content Literacy</td>
<td>Understand the reading process and implications for teaching</td>
<td>Vacca and Vacca Chapter 1, Billmeyer and Barton iii - vi, 1 - 18, 25 - 32</td>
<td>Post biography in Forum, Complete Looking Back and Ahead reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read and thoughtfully reflect on text, focusing on literacy instruction in the content areas</td>
<td><em>Resistance to Content Area Reading Instruction: Dimensions and Solutions</em></td>
<td>Complete Attitudes towards Teaching Reading Survey</td>
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<td>Demonstrate an understanding of</td>
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<td>Post reflection</td>
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<tr>
<td>Materials</td>
<td>3-4</td>
<td>key concepts through discussions, written work, and deliverables. Develop an understanding and philosophical cognizance of the vital role the content area teacher plays in students’ literacy development.</td>
<td>Adolescent Literacy Review</td>
<td>3-4 about Attitudes towards Teaching Reading Survey to the Forum</td>
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<td>Read and thoughtfully reflect on text, focusing on literacy instruction in the content areas. Demonstrate an understanding of key concepts through discussions, written work, and deliverables. Understand the range of student ability in reading performance and select and design materials and assessments appropriate to various ability levels. Develop proficiency in technology which may enhance learning and teaching.</td>
<td>Vacca and Vacca Chapters 4, 11, and 12 Billmeyer and Barton 33-36 The 2006 Orbus Pictus Award Winners: The Best in Nonfiction Young Adult Choices for 2006 Teacher Choices for 2006</td>
<td>Website Evaluation Checklist Forum Posting about teaching materials. Textbook Learnability Assignment Award Winning Tradebooks Assignment</td>
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<tr>
<td>5-6</td>
<td>Read and thoughtfully discuss text.</td>
<td>Vacca and Vacca Chapter 10</td>
<td>Begin work on Webquest</td>
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</tbody>
</table>
| Strategic Teaching | focusing on literacy instruction in the content areas  
Demonstrate an understanding of key concepts through discussions, written work, and deliverables.  
Identify special reading demands in his/her major or minor content areas and develop appropriate instructional activities to improve reading  
Develop proficiency in technology which may enhance learning and teaching  
Develop an understanding and philosophical cognizance of the vital role the content area teacher plays in students' literacy development. | Billmeyer and Barton 41-60 | Forum posting about webquests  
Forum posting about what type of learner/instructional strategies  |
|-------------------|-------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------------------------------------------|
| 7-8               | Read and thoughtfully discuss text, focusing on literacy instruction in the content areas  
Demonstrate an understanding of key concepts through discussions, written work, and | Vacca and Vacca Chapters 2 and 3 | Decoding, Comprehension and Motivation: Kingdom of Kay  
Oss reading Assignment  
Student Motivation for Questioning Assignment  
Strategies Assignment |
| At Risk Readers and Motivation |                                                                                                  | Billmeyer and Barton 135 |                                                                 |

**Notes:**

- For Strategic Teaching, the instruction focuses on literacy in content areas, understanding key concepts through discussions, and enhancing reading skills.
- For 7-8, the focus is on reading and discussing text, with additional assignments for comprehension and motivation.
- For At Risk Readers and Motivation, additional motivational and reading assignments are provided.
<table>
<thead>
<tr>
<th>Deliverables</th>
<th>Begins</th>
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<tbody>
<tr>
<td>Identify special reading demands in his/her major or minor content areas and develop appropriate instructional activities to improve reading.</td>
<td>Classroom Strategies Discussion</td>
</tr>
<tr>
<td>Understand the range of student ability in reading performance and select and design materials and assessments appropriate to various ability levels.</td>
<td>Reflect on your own Reading Discussion</td>
</tr>
<tr>
<td>Demonstrate an understanding of key concepts through discussions, written work, and deliverables.</td>
<td></td>
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<tr>
<td>Develop an understanding and philosophical cognizance of the vital role the content area teacher plays in students' literacy development.</td>
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<table>
<thead>
<tr>
<th>Read and thoughtfully discuss text, focusing on literacy instruction in the content areas.</th>
<th>Vacca and Vacca Chapters 6 and 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify special reading demands in his/her major or minor content areas and develop</td>
<td>Billmeyer and Barton 93, 97,</td>
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<tr>
<td></td>
<td>102, 104, 109, 116, 121, 122, 124, 139, 160</td>
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<tr>
<td></td>
<td>Strategies (1-4) Assignment for comprehension due</td>
</tr>
<tr>
<td></td>
<td>Comprehension Forum Postings</td>
</tr>
</tbody>
</table>
| 9-10 | Comprehension | appropriate instructional activities to improve reading  
Demonstrate understanding and application of strategies for teaching literacy in the content areas  
Demonstrate an understanding of key concepts through discussions, written work, and deliverables.  
Understand the range of student ability in reading performance and select and design materials and assessments appropriate to various ability levels  
Develop an understanding and philosophical cognizance of the vital role the content area teacher plays in students’ literacy development. |  |  |
| --- | --- | --- | --- | --- |
| Vocabulary | Read and thoughtfully discuss text, focusing on literacy instruction in the content areas  
Identify special reading demands in his/her major or minor content | Vacca and Vacca Chapter 5  
Billmeyer and Barton 70, 74, 79, 82, 87, 89 | Strategies (5-7) Assignment for vocabulary due  
Vocabulary Forum posting |
| 11-12 |  | areas and develop appropriate instructional activities to improve reading
|       |  | Demonstrate understanding and application of strategies for teaching literacy in the content areas
|       |  | Demonstrate an understanding of key concepts through discussions, written work, and deliverables.
|       |  | Understand the range of student ability in reading performance and select and design materials and assessments appropriate to various ability levels
|       |  | Develop an understanding and philosophical cognizance of the vital role the content area teacher plays in students' literacy development.
| 13-14 | Writing | Read and thoughtfully discuss text, focusing on literacy instruction in the content areas
|       |       | Identify special reading demands in his/her major
|       |       | Vacca and Vacca Chapters 8 and 9
|       |       | Billmeyer and Barton 132, 148, 151, 154
|       |       | Strategies (8-10) Assignment for writing due
|       |       | RAFT Strategy Assignment
|       |       | Writing Forum posting |
| or minor content areas and develop appropriate instructional activities to improve reading |
|---|---|
| Demonstrate understanding and application of strategies for teaching literacy in the content areas |
| Understand the range of student ability in reading performance and select and design materials and assessments appropriate to various ability levels |
| Develop an understanding and philosophical cognizance of the vital role the content area teacher plays in students’ literacy development. |
| Demonstrate an understanding of key concepts through discussions, written work, and deliverables. |

| 15-16 | Content Literacy Summary | Demonstrate an understanding of key concepts through discussions, written work, and deliverables. | Strategies Teachers Say They Use | Content Literacy Position Statement |
|---|---|---|---|
| | | Develop an understanding | | Submit Webquest |
| | | | | Final Forum posting |
and philosophical cognizance of the vital role the content area teacher plays in students’ literacy development.

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Policies

ACADEMIC DISHONESTY: PLAGIARISM AND CHEATING

The University System supports and promotes academic honesty and personal integrity. Cheating can take the following forms:

- Submitting another person's work
- Writing a paper for someone else
- Working in a group effort without faculty consent
- Buying a paper from a research service
- Getting outside help or giving outside help without a teacher's expressed permission
- Submitting the same work for credit without approval (e.g. submitting the same assignment twice for different courses)

The Web & Plagiarism Note: The Web has made it quite easy to copy and insert materials into a paper. Students must be careful to properly attribute materials found on the Web. In a collegiate setting, attribution typically relies on a formal academic style manual for its citation models (See Citation and Reference Style). Such models describe how to append footnotes and endnotes, when:
• Quoting another’s exact words, you are obviously expected to name the author and place the words in quotation marks or in indented text blocks. The citation number is placed immediately at the end of the quotation.
• Acknowledging background sources to your own descriptions-. The citation number is normally placed at the end of the paragraph.

Note: The University offers tools in its Online Library Research Center to help you analyze your papers for possible plagiarism violations and for instructors to uncover such activities.

WRITING EXPECTATIONS
All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.
• Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
• Arial 11 or 12-point font or Times New Roman styles.
• Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE
Assignments completed in a narrative essay or composition format must follow APA guidelines. This course will require students to use the citation and reference style established by the American Psychological Association (APA), in which case students should follow the guidelines set forth in Publication Manual of the American Psychological Association (5th ed.). (2001). Washington, D.C.: American Psychological Association.

COURSE EXTENSIONS
Students must determine the need for their first Course Extension and submit their “Request Course Extension” form before the end of the grading period (14 days after the end date of the course). Courses may be extended in 30-day intervals for a maximum of 90 days. If the request form is unavailable and the student is within the extension request period the student may email the professor and carbon copy (cc) registrar@apus.edu to request an extension.

Students who will be prevented from participating in a course due to extenuating circumstances may be eligible for a Deployment and/or Special Circumstance extension.

LATE ASSIGNMENTS
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

DISABILITY ACCOMMODATIONS
This institution complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities.
A request for accommodation is deemed reasonable if the request:

- is based on documented individual needs.
- does not compromise essential requirements of a course or program.
- does not impose an undue financial or administrative burden upon APUS.

A qualified student can, with or without reasonable accommodations, perform the essential functions of program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

Final responsibility for selection of the most appropriate accommodation rests with the University's Disability Support Services Committee and is determined on an individual case-by-case basis, based on the nature of the student's disability. Students are encouraged to email registrar@apus.edu to discuss potential academic accommodations and begin the review process. It is the student's responsibility to:

- follow the accommodation procedure outlined in this section
- identify the disability to the staff and/or faculty of the university
- provide (and incur expense for) current appropriate documentation of disability and accommodation needed from a qualified medical or other licensed professional.
- request specific accommodations or services

**NETIQUETTE**

Online universities promote the advance of knowledge through positive and constructive debate-- both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting-- basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations**: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note**: Despite the best of intentions, jokes and-- especially-- satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), 😊

**DISCLAIMER STATEMENT**

Course content may vary from the outline to meet the needs of this particular group.

<table>
<thead>
<tr>
<th>Academic Services</th>
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</thead>
<tbody>
<tr>
<td><strong>ONLINE LIBRARY RESEARCH CENTER &amp; LEARNING RESOURCES</strong></td>
</tr>
</tbody>
</table>
Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

- **Turnitin.com:** Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

- **Smarthinking:** Students have access to 10 free hours of tutoring service per year through Smarthinking. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

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Selected Bibliography


Requirements by Class Week

Weeks 1 and 2

Topics:
  Content Literacy

Learning Objective(s):
- Understand the reading process and implications for teaching
- Read and thoughtfully reflect on text, focusing on literacy instruction in the content areas
- Demonstrate an understanding of key concepts through discussions, written work, and deliverables.
- Develop an understanding and philosophical cognizance of the vital role the content area teacher plays in students’ literacy development.

Reading:
- Vacca and Vacca Chapter 1
- Billmeyer and Barton iii – vi, 1 – 18, 25 – 32
- Resistance to Content Area Reading Instruction: Dimensions and Solutions
  Adolescent Literacy Review

Assignments:
- Post biography in Forum
  o Post a short biography for all to share a little about your past and your motivations for attending American Public University. Why did you choose this field of study? What are your plans?
- Complete Looking Back and Ahead reflection
- Complete Attitudes towards Teaching Reading Survey
- Post reflection about Attitudes towards Teaching Reading Survey to the Forum
  o Content area literacy instruction needs to be part of teachers' goals for student learning. Historically, this has been viewed as something the reading teacher or elementary school teacher should address. After completing the steps above, you will be asked to create a written reflection addressing the topic of resistance to teaching reading in the content area. Why is this happening? What about teaching reading in the content areas causes the resistance? What are some potential solutions? What can you do as a reading specialist or special education teacher to assist your peers to reduce their resistance?

Weeks 3 and 4

Topics:
  Materials

Learning Objective(s):
- Read and thoughtfully reflect on text, focusing on literacy instruction in the content areas
- Demonstrate an understanding of key concepts through discussions, written work, and deliverables.
- Understand the range of student ability in reading performance and select and design materials and assessments appropriate to various ability levels
• Develop proficiency in technology which may enhance learning and teaching

Reading:
• Vacca and Vacca Chapters 4, 11, and 12
• Billmeyer and Barton 33-36
• The 2005 Orbus Pictus Award Winners: The Best in Nonfiction
• Young Adult Choices for 2006
• Teacher Choices for 2006

Assignments:
• Website Evaluation Checklist
• Forum Posting about teaching materials.
  o After completing the activities, please synthesize your learning by responding to the following prompt. How do you anticipate using a variety of materials in teaching reading in the content areas? How do you get access to and incorporate these materials in your class? How does material use influence student motivation? Include both ideas for web based materials and trade book/resource materials.
• Textbook Learnability Assignment
• Award Winning Tradebooks Assignment

Weeks 5 and 6

Topics:
  Strategic Teaching

Learning Objective(s):
• Read and thoughtfully discuss text, focusing on literacy instruction in the content areas
• Demonstrate an understanding of key concepts through discussions, written work, and deliverables.
• Identify special reading demands in his/her major or minor content areas and develop appropriate instructional activities to improve reading
• Develop proficiency in technology which may enhance learning and teaching
• Develop an understanding and philosophical cognizance of the vital role the content area teacher plays in students’ literacy development.

Reading:
• Vacca and Vacca Chapter 10
• Billmeyer and Barton 41-60

Assignments:
• Begin work on Webquest
• Forum posting about webquests
  o After completing the activities above, please synthesize your learning by responding to the following prompt. What are your general impressions of WebQuests as an instructional activity (pros/cons)? Briefly describe a WebQuest that caught your attention, what aspects were appealing? How do you see yourself using a Quest (before, during or after exploring a content topic)? How does this type of learning impact students with different learning styles? How do the Taskonomy types mesh with your goals for teaching? Which taskonomy seems most appealing to your content/interest area?
• Forum posting about what type of learner/instructional strategies
Complete the Learner survey and then reflect on the type of learner you are? Are you surprised by the results? Reflect on this in the Forum.

Weeks 7 and 8

Topic:  
At Risk Readers and Motivation

Learning Objective(s):
• Read and thoughtfully discuss text, focusing on literacy instruction in the content areas
• Demonstrate an understanding of key concepts through discussions, written work, and deliverables.
• Identify special reading demands in his/her major or minor content areas and develop appropriate instructional activities to improve reading
• Understand the range of student ability in reading performance and select and design materials and assessments appropriate to various ability levels
• Demonstrate an understanding of key concepts through discussions, written work, and deliverables.
• Develop an understanding and philosophical cognizance of the vital role the content area teacher plays in students’ literacy development.

Reading:
• Vacca and Vacca Chapters 2 and 3
• Billmeyer and Barton 135

Assignments:
• Decoding, Comprehension and Motivation: Kingdom of Kay Oss reading Assignment
• Student Motivation for Questioning Assignment
• Strategies Assignment begins
• Classroom Strategies Discussion
  o Picture a science class of 25 students from very diverse backgrounds – different social class, different ethnicity and varying achievement levers. Many of the students struggle with the text. Describe some classroom strategies you might use the respond to struggling readers and writers while maintaining high standards for content learning
  o Reflect on your own Reading Discussion

Weeks 9 and 10

Topics:
Comprehension

Learning Objective(s):
• Read and thoughtfully discuss text, focusing on literacy instruction in the content areas
• Identify special reading demands in his/her major or minor content areas and develop appropriate instructional activities to improve reading
• Demonstrate understanding and application of strategies for teaching literacy in the content areas
• Demonstrate an understanding of key concepts through discussions, written work, and deliverables.
• Understand the range of student ability in reading performance and select and design materials and assessments appropriate to various ability levels
• Develop an understanding and philosophical cognizance of the vital role the content area teacher plays in students’ literacy development.

Reading:
  • Vacca and Vacca Chapters 6 and 7
  • Billmeyer and Barton 93, 97, 102, 104, 109, 116, 121, 122, 124, 139, 160

Assignments:
  • Strategies (1-4) Assignment for comprehension due
  • Comprehension Forum Postings
    o You have just landed your dream job (this is good) working near a very opinioned content teacher (this is bad). Unbelievably, she has been heard making the following statements. Select 1 and craft a short note to this teacher – setting the record straight.
      ▪ Students are not qualified to ask their own question about difficult content material
      ▪ The common practice of assigning prereading (thus activating prior knowledge) in preparation of a discussion is just – well wrong. Students should come in as blank slates – I will give them what they need to know.
      ▪ Having students read a variety of materials on the same subject matter will only
      ▪ There is really nothing I can really teach my students to help them while they are reading.
      ▪ The best way to determine if students understand text is to have them answer questions at the end of each reading assignment.

Weeks 11 and 12

Topics:
  Vocabulary

Learning Objective(s):
  • Read and thoughtfully discuss text, focusing on literacy instruction in the content areas
  • Identify special reading demands in his/her major or minor content areas and develop appropriate instructional activities to improve reading
  • Demonstrate understanding and application of strategies for teaching literacy in the content areas
  • Demonstrate an understanding of key concepts through discussions, written work, and deliverables.
  • Understand the range of student ability in reading performance and select and design materials and assessments appropriate to various ability levels
  • Develop an understanding and philosophical cognizance of the vital role the content area teacher plays in students’ literacy development.

Reading:
  • Vacca and Vacca Chapter 5
  • Billmeyer and Barton 70, 74, 79, 82, 87, 89
Assignments:
- Strategies (5-7) Assignment for vocabulary due
- Vocabulary Forum posting
  - Your principal notices that your history class spends a lot of time working in pairs. And groups on vocabulary, and she doesn’t understand why this is necessary “just to learn words.” What is your response? Justify the importance of student interaction in learning new vocabulary.

Week 13 and 14

Topics: Writing

Learning Objective(s):
- Read and thoughtfully discuss text, focusing on literacy instruction in the content areas
- Identify special reading demands in his/her major or minor content areas and develop appropriate instructional activities to improve reading
- Demonstrate understanding and application of strategies for teaching literacy in the content areas
- Understand the range of student ability in reading performance and select and design materials and assessments appropriate to various ability levels
- Develop an understanding and philosophical cognizance of the vital role the content area teacher plays in students’ literacy development.
- Demonstrate an understanding of key concepts through discussions, written work, and deliverables.

Reading:
- Vacca and Vacca Chapters 8 and 9
- Billmeyer and Barton 132, 148, 151, 154

Assignments:
- Strategies (8-10) Assignment for writing due
- RAFT Strategy Assignment
- Writing Forum posting
  - At the start of the chapter, we wrote “When reading and writing are taught in tandem, the union influences content learning in why not possible when students reading without writing or write without reading. Drawing on your experience and the text, discuss some specific examples that support this thesis.

Weeks 15 and 16

Topics: Content Literacy Summary

Learning Objective(s):
- Demonstrate an understanding of key concepts through discussions, written work, and deliverables.
- Develop an understanding and philosophical cognizance of the vital role the content area teacher plays in students’ literacy development.
Reading:
• *Strategies Teachers Say They Use*

Assignment:

• Content Literacy Position Statement
• Submit Lesson Development Project
• Submit Webquest
• Final Forum posting
  • After completing the activities above, please synthesize your learning by responding to the following prompt. "Teachers must be prepared to work as part of a team, combining their efforts with colleagues, supervisors, and parents to create the best possible learning environment for their students." (Vacca, 2005) Also as a learning specialist/resource teacher, you will be expected to work closely with colleagues to assist their instruction of both regular and special education students? Of the numerous strategies you have learned about and created this semester, which do you think you will use? Specially identify 3?

Lesson Development Project

In our class text, a variety of research-based instructional strategies will be presented. You will be asked to independently develop an example 10 strategies using content area knowledge and materials.

All strategies MUST be completed with anticipated student responses. For example, what you need to think about how your students would respond and make a “complete” example. Yes, in many cases this will be an educated guess on your part. What would happen if you were using PreP in the classroom and you asked students, “Tell me everything you know about X” and they had no responses? *Do you really think I would ask you to create a KWL without student responses - which would involve drawing three lines and typing three letters?* In the best case situation, you should try to recruit kids (school students, your children, neighborhood children) to try these strategies with for authentic student responses- not a requirement, just a suggestion. **PLEASE SEE THE McREL COURSE TEXT FOR COMPLETED STRATEGY EXAMPLES.**

ADDITIONALLY, you will be required to develop at least 3 mini lessons, at a school based setting, implementing strategies. Although it is not required, you should aim for at least 1 mini lesson for comprehension, one vocabulary and one writing.

<table>
<thead>
<tr>
<th>STRATEGIES SELECTION</th>
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<tr>
<td>VOCABULARY</td>
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Mini Lessons

Mini Lessons (Atwell, 1987) are brief direct-instruction lessons designed to help students learn literacy skills and become more strategic readers and writers. In these lessons, students and teacher are focused on a single goal; students are aware of why it is important to learn the skill or strategy, and they are explicitly taught how to use a particular skill or strategy through modeling, explanation, and practice. Then independent application takes place using authentic literacy materials. The steps in a mini-lesson are:

1. **Introduce the skill or strategy.** The teacher names the strategy or skill and explains why it is useful. The teacher also shares examples of how and when the skill or strategy is used.
2. **Demonstrate the skill or strategy.** The teacher explains the steps of the skill or strategy and models how to use it with authentic reading and writing activities.

3. **Practice the skill or strategy.** Students practice the skill or strategy that the teacher demonstrated, with the teacher’s guidance and support. The teacher provides feedback to students about how well they are doing. Students often make notes about the skill or strategy on a poster to be displayed in the classroom.

4. **Review the skill or strategy.** Students reflect on what they have learned and how they can use this skill or strategy in reading and writing activities. Students look back and think about how they have used the skill or strategy. The teacher encourages students to talk about ways to improve and other times and places where they might use the skill or strategy.

5. **Apply the skill or strategy.** Students use their newly learned skill or strategy in a new and authentic literacy activity. The teacher serves as a coach as students use the skill or strategy.

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**Administration and Leadership Course Acronyms—**

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<th>ACRONYM</th>
<th>REFERENCE</th>
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<tbody>
<tr>
<td>AASA</td>
<td>American Association of School Administrators</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
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<tr>
<td>AFT</td>
<td>American Federation of Teachers</td>
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<td>AMEA</td>
<td>Association of Multiethnic Americans</td>
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<tr>
<td>APA</td>
<td>American Psychological Association</td>
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<tr>
<td>APUS PEU</td>
<td>American Public University System Public Education Unit</td>
</tr>
<tr>
<td>ASCA</td>
<td>American School Counselor Association</td>
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<tr>
<td>ASCD</td>
<td>Association for Supervision and Curriculum Development</td>
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<tr>
<td>CPD</td>
<td>Center for Professional Development</td>
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<td>CREDE</td>
<td>Center for Research on Education, Diversity and Excellence</td>
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<td>Educational Leadership Constituent Council Standards</td>
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<td>ELI</td>
<td>Evaluation Leadership Institute</td>
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<td>Free and Appropriate Public Education</td>
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<td>HTML</td>
<td>Hypertext Markup Language</td>
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<td>IDEA</td>
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<td>IEP</td>
<td>Individualized Education Program</td>
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<td>ISLLC</td>
<td>Interstate School Leaders Licensure Consortium</td>
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<td>ISTE</td>
<td>International Society for Technology in Education</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>MIME</td>
<td>Multipurpose Internet Mail Extensions</td>
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<tr>
<td>NAESP</td>
<td>National Association of Elementary School Principals</td>
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<td>NAME</td>
<td>National Association for Multicultural Education</td>
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<td>NASP</td>
<td>National Association of School Psychologists</td>
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<td>National Association of Secondary School Principals</td>
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<td>NBPTS</td>
<td>National Board for Professional Teaching Standards</td>
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<td>NCATE</td>
<td>National Council for Accreditation of Teacher Education (NCATE)</td>
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<tr>
<td>NCLB</td>
<td>No Child Left Behind</td>
</tr>
<tr>
<td>NEA</td>
<td>National Education Association</td>
</tr>
<tr>
<td>NETS</td>
<td>National Education Technology Plan</td>
</tr>
<tr>
<td>NPBEA</td>
<td>National Policy Board for Education Administration</td>
</tr>
<tr>
<td>OETC</td>
<td>Organization for Educational Technology and Curriculum</td>
</tr>
<tr>
<td>OSEP</td>
<td>Office of Special Education Programs</td>
</tr>
<tr>
<td>PDK</td>
<td>Phi Delta Kappa</td>
</tr>
<tr>
<td>PPST</td>
<td>Pre-Professional Skills Test - Praxis I</td>
</tr>
<tr>
<td>SLS</td>
<td>School Leadership Series</td>
</tr>
<tr>
<td>TC</td>
<td>Technology Coordinator</td>
</tr>
<tr>
<td>TEACH Act</td>
<td>Technology Education and Copyright Harmonization Act</td>
</tr>
<tr>
<td>TSSA</td>
<td>Technology Standards for School Administrators</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Education, Scientific, and Cultural Organization</td>
</tr>
</tbody>
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