

**EDLA 521 Integrated Literacy
Fall 2011**

Instructor: Don Steiner, Ph.D.

Office Hours: 3:30-5:00 p.m. (June 28-July 2)

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Class Times: October 7, 8; 21-22; Nov. 4-5; 18-19; Dec. 2-3

Fridays: 4:30 – 7:30 p.m. (13 hours)

Saturdays: 8:30 – 3:30 p.m. (32 hours)

Total clock hours: 45

Course Description:

This course focuses on literacy learning throughout the curriculum and addresses integrated, interdisciplinary approaches to learning in K- 12 classrooms. The course will explore instructional strategies, materials, and issues that impact the development and extension of literacy across the curriculum. Students will use technology to share information and design appropriate instruction. Research in literacy instruction and specifically in oral language, reading, writing, and viewing will be a focus area.

Course Prerequisites:

In order to integrate literacy learning, the student must have a solid understanding of literacy development and of the teacher's role in developing the processes of reading and writing. Recent course work in foundations of literacy or equivalent knowledge is preferred.

Course Rationale and MA Program Conceptual Framework

Course Rationale: Integrated literacy instruction works best when it creates meaningful contexts in that research-based best practices consider learner differences and accommodate for those differences (Shanahan, 1997). Truly integrated instruction requires a teacher to use a variety of strategies, which not only mediate the new knowledge, but also reinforces the schematic knowledge of the learner. Within the scope of *integrated*, the learner's ability to tap oral language, reading, writing, viewing, and thinking strategies to create new knowledge is heightened by the context of the classroom. Currently these traditional skills are being expanded to include Literacy 2.0/Web 2.0 where concepts now blend digital, art, oral, and written literacies and teach pupils to engage in critical thinking skills in a new social media (Educational Leadership, March 2009).

The role of the teacher is initiator, facilitator, and catalyst. In an era of standardized testing it is easy to fall into the trap of segmenting learning into individualized content area skills. Very little of true knowledge is as segmented as we approach it in school settings. The function of this course is to develop a repertoire of learning strategies and research-based practices for the teacher-practitioner. Its primary focus is to help the

teacher-practitioner develop the skills to create integrated learning environments within the classroom.

Conceptual Framework: “Preparing Caring, Reflective Teachers for the Changing World”. The EMU Teacher Education Program has chosen the theme “*Preparing Caring, Reflective Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

M.A. in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change.

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others.

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peace building in diverse settings.

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts.

Course Outcomes: The experiences within this course will provide the learner opportunities to:

1. Explore the nature of literacy development from a personal, social, linguistic, and cognitive perspective (*Scholarship, Communication*)
2. Examine and reflect on the interactive, constructive nature of the reading process with regard to the reader, the text, and the context of the reading task. (*Professional Knowledge*)
3. Define integrated literacy instruction and interdisciplinary instruction with special attention to the role of reading, writing, speaking, listening, viewing, and critical thinking. (*Professional Knowledge, Inquiry*)

4. Design units of integrated literacy instruction that effectively incorporate content area strategies integrating reading, writing, speaking, listening, and viewing. (*Communication, Professional Knowledge*)
5. Develop effective strategies that support the literacy development of the students across the curriculum. (*Scholarship, Professional Knowledge*)
6. Investigate research that supports a wide range of instructional materials/activities to advance literacy. (*Professional Knowledge, Scholarship, Inquiry, Leadership*)
7. Plan, organize, and present an integrated approach to content area instruction, specifically to literacy development, which addresses the diverse needs of learners. (*Professional Knowledge, Caring*)

Required Texts:

Billmeyer, R. & Barton, M. (1998). *Teaching reading in the content areas*. Aurora, CO. NCREL.

Association for Supervision and Curriculum Development. *Educational Leadership: Reading to Learn, March 2010, Vol. 67 No. 6*.

Association for Supervision and Curriculum Development. *Educational Leadership: Literacy 2.0, March, 2009, Volume 66*.

Daniels and Bizar (2004), identify six components of a best practice classroom in their book *Methods that matter: Six structures for best practice in classrooms* These components are characterized as follows:

Integrative units are developed with extended thematic, interdisciplinary inquiries, co-planned with students. The units draw on knowledge and skills from across the curriculum.

Educational settings use collaborative learning groups and teams that decentralize the classroom and individualize the curriculum.

Ideas are explored through writing and art, exploring genres and media expression as ways of investigating, remembering, and applying information.

Student choice, responsibility, and presentation are valued.

Curriculum is centered on ways of bringing life into school and students into the community for research and service.

Teachers engage in reflective practice.

Course Format

This course will consistently use the above six concepts. Your role as a student will be highly interactive within a constructivist perspective. Your interactions with others in this “learning community” are important for solving group and individual problems, reflecting on your own practice, and pursuing progressively higher-level understanding. To assist in accomplishing this *journaling, roundtables, learning teams, and small group presentations* will be used throughout the course.

Journaling: The focus of journaling is to reflect on learning activities from class and to respond to selected writing prompts provided by the instructor. Most journaling activity will occur during class time.

Roundtables: Roundtables, usually consisting of 3-5 members, are designed to study a particular issue, topic, or practice. Roundtable discussions will occur among group members and then summarized for the entire learning community. The mode of summarization will vary in order to effectively demonstrate differing literacy strategies. You are asked to participate with class members representing a variety of grade levels so that a K-12 perspective can be developed. A group leader will be assigned for each Roundtable.

Learning teams: Learning teams (3-5 members) are designed to accomplish a project or series of tasks. In this class, learning teams will provide a format for problem solving and for applying a repertoire of content area teaching strategies. Learning teams will be arranged by similar roles, grade level teaching, and research interests. Each Learning Team will identify a facilitator who will serve in that capacity until the task assigned has been completed.

Course Requirements:

In-Class Activities:

A. Class Attendance and Participation (25%):

This course focuses on learning in community. Given the compacted nature of this class, attendance and participation is a given and absolutely essential for the successful completion of the course. Any absences not cleared with your instructor will result in lowering your grade. You are asked to participate in Roundtable and Learning Team activities as well as present articles on literacy topics relevant to you. You will be asked to highlight (approx. 5 minutes) each article as part of your participation grade. As a member of the learning community each participant is expected to engage fully with the in-class activities. The individual expertise that each member brings to the class is to be shared among the class.

Participation will include:

- o Learning teams on particular topics
- o Roundtables
- o In-class discussion
- o Video viewing and reflections

B. Interactive Learning Experience (25%): You will be working in pairs or triads to prepare an interactive learning experience using integrative approaches to literacy processes including reading, writing, speaking, listening, viewing, critical thinking and newer literacy 2.0 skills as defined by the March 2009 *Educational Leadership* issue used as a text in this class.

Each team is given 50 minutes for the presentation and is asked to prepare a concise annotated bibliography of at least 6 entries to be distributed to all class members. Time will be scheduled during the day for on-line research and group presentations. Presentations may vary from professional conference type formats to demonstration model lessons.

The topic selected for your presentation by your group should be relatively new to each member and link to one or more of the outcomes of the course. Sources of topics may be selected from resources provided and could incorporate some of the following emphases

- Critical thinking
- Reading-study strategies for textbook use (graphs, tables, charts, pictures, diagrams, cartoons)
- Vocabulary development
- Writing for integrated literacy development
- Integrative approaches for effective instruction for ELL students
- Use of non-fiction text to develop literacy
- Literacy assessment-basics for a teacher
- Specific literacy skill development for students with specific special needs
- Integrating technology in content area literacy instruction
- Promoting student motivation and achievement through literacy development
- Readability: text and trade books at the independent and instructional levels
- Study guides
- 2.0 Literacy (as defined in March 2009 Educational Leadership)

B. Outside-of-Class Activities:

1. Integrated Literacy Project (40%)

This project is the final project and should represent accumulated knowledge and represent a blueprint for integrating literacy within your educational setting. Please use your knowledge of word processing, web design, or PDF formatting to submit your final project electronically. The project may be written in table outlines, charts, webs, or other graphic organizers. A narrative must preface the project explaining your context, beliefs, goals, and how you plan to accomplish implementation. Your Integrated Literacy Project is to have (3) parts:

Part I: Rationale and Narrative

Plan for the academic year. Identify mega-themes and sub-themes from a unit of study defined here as a minimum of 5 lessons.

After you have developed the thematic scope and sequence, choose one unit to develop allowing for differentiation and diverse cultural perspectives.

Part II: Thematic Elements

Plan for a thematic unit-this part focuses on two areas (1) a rationale for the unit and identification of standards, strategies and skill instruction; (2) an annotated bibliography (minimum: 10 text sources, 5 web site links, 3 software programs, and a minimum of (3) strategies assisting students in gaining content knowledge and developing all 6 of the general literacy areas.

Part III: Integration of Strategies and Activities—Including provision for assessment(s)

Example lesson plans (3 minimum) that show opportunities to develop specific content knowledge, while simultaneously developing all six areas of reading, writing, speaking, listening, viewing, and critically thinking.

Remember, major elements of this project are designed by you. So an important consideration is that your project should help you in your teaching this next year and beyond.

The Integrated Literacy Project will be evaluated using the following checklist of questions and rubric:

Did you explain your teaching context or educational setting?

Did you establish a rationale for your project?

Did you describe the scope and sequence of your project? (What 'slice' of the curriculum have you selected--e.g. unit within a grading period.)

Did you state how you will implement your project?

Did you account for the integration of the six general literacy areas of reading, writing, speaking, listening, viewing, and critically thinking?

Did you state how you would know if and when your goals for the project were met?

Did you identify your mega-themes and sub-themes? Do these themes account for differentiation and cultural diversity?

Is the project written in sufficient detail that it's design communicates clearly what you plan to implement?

Did you account for the following assumptions and best practice conditions?

Speaking, reading, writing, listening, viewing, and critical thinking are used interactively to enhance learning in your classroom or educational setting.

Did you provide for vocabulary development, comprehension and critical thinking activities, higher level questioning, writing, technology, assessment, and differentiated instruction?

Is there provision for student interaction with peers?

Is the project is meaningful, relevant, manageable, and usable?

Note: Please check scoring anchors for criteria at each level.

Scoring Anchors:

A. Narrative, Organization of Project (10%--10 points)

3.0 The project contains a narrative section that is clearly organized and well written. The project identifies standards, strategies and skill instruction. The context for implementing the project is clearly described. The narrative and assumptions are addressed comprehensively. (9-10 points)

2.0 The project contains a narrative section that is reasonably well organized although not all questions and assumptions are addressed. (6-8 points)

1.0 The project lacks organization and few questions and assumptions are addressed. (1-5 points)

B. Thematic Elements (10%--10 points)

3.0 The project reflects a solid integrated literacy perspective. Themes are identified and supported by a variety of vocabulary and comprehension strategies designed to enhance learning. (9-10 points)

2.0 The project reflects an integrated literacy perspective but manifests some gaps. Themes are identified and supported by a variety of vocabulary and comprehension strategies. Not all elements of the project are evidenced. (6-8 points)

1.0 The project lacks an integrated literacy perspective and themes are not clearly identified. A minimal attempt has been made to include strategies. (1-5 points)

C. Integration of Strategies and Activities from Integrated Literacy Class (20%)--20 points)

3.0 A project contains an annotated bibliography of at least 6 text sources. The project contains at least 3 lesson plans that show opportunities to develop specific content knowledge, while simultaneously developing all six areas of reading, writing, speaking, listening, viewing, thinking along with newer 2.0 literacy skills. The project makes excellent use of strategies and activities supportive of an integrated literacy perspective and a constructivist learning environment. Reading, writing, listening, speaking, viewing critical thinking, and 2.0 literacy activities are included in a matrix. The project includes at minimum of 6 vocabulary or comprehension strategies. Provision is made for differentiating instruction as appropriate. (17-20 points)

2.0 The project contains fewer than 6 text sources. The project makes some use of strategies and activities supportive of an integrated literacy perspective but could be

stronger. Integration of language arts skills is appropriate, but needs further development. (12-16 points)

1.0 The project lacks appropriate strategies and activities supportive of an integrated literacy perspective.
(1-12 points)

E. Scoring: /40

Technology Literature Search (10%): Identify an existing rubric or create your own for reviewing and ranking 10 web sites relevant to teaching literacy in the content areas. Select those sites you believe you can actually use! Bookmark them for quick reference. Three of these web sites may overlap with your Integrated Literacy Project.

General Course Topics:

Course overview, “Sociology of reading” “What is literacy?” “Integrated Literacy”
Why and What Content Teachers Should Know about Literacy
Literacy Development (social, historical, linguistic and cognitive perspectives)
Three Interactive View of Reading and Learning
Best Practices Application-Reading, Climate/Context, Text Features
Vocabulary
Text Structure: Linking Reading, Writing, and Critical Thinking in Narrative and Informational Text
Strategies and Strategic Processing
Viewing (21st century literacy skill), Listening and Reading
Metacognitive Teaching
Planning for Teaching
Assessment of Literacy

Knowledge Base Resources:

Cooter and Flynt (1996) and Sejnost and Thiese (2007) advocate a content literacy model as a way to develop literacy in subject matter classrooms. The content literacy model is built upon the idea that innovative programs must reflect the best research available from present and past. Further, teachers at all levels and subject areas can improve student learning by reflecting, experimenting, evaluating and then applying theory to practice. Knowledge of content area teaching strategies can greatly enhance students' comprehension and critical thinking abilities.

Atwell (1998), Brozo (1999), and Manzo and Manzo (1999), and Billmeyer and Barton (1998) propose that content area literacy is essentially an interactive and constructive process. The interactive model views reading as a dynamic and strategic process involving questioning, predicting, confirming, and self-correcting. The interactive process places a premium upon the ability of the good reader to apply a variety of strategies.

The function of this course, then, is to develop a repertoire of learning strategies and research-based practices for the teacher-practitioner. Its primary focus is to help the teacher-practitioner develop the skills to create integrated learning environments within the classroom.

References:

- Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning* (2nd ed.). Portsmouth, NH: Heinemann.
- Bean, T.W., Readence, J.E., and Baldwin, R.S. (2008). *Content area literacy: An integrated approach*. (9th ed.). Dubuque, IA: Kendall/Hunt.
- Cooter, R.B. & Flynt, E.S. (1996). *Teaching reading in the content areas: Developing content literacy for all students*. Columbus, Ohio: Merrill.
- Gipe, J. (2006). *Multiple paths to literacy: Assessment and differentiated instruction for diverse learners, K-12*. Upper Saddle, NJ: Pearson Prentice Hall.
- Manzo, A.V., Manzo, U. (2005). *Content area literacy: Interactive teaching for active learning*. New York: John Wiley & Sons.
- Marzano, R. & Pickering, D. (2005). *Building academic vocabulary*. Alexandria, VA: ASCD.
- McKenna. M.C., & Robinson, R. (2006). *Teaching through text: Reading and writing in the content areas*. Boston: Pearson Education, Inc.
- National Writing Project & Nagin, C. (2006). *Because writing matters*. San Francisco, CA: Jossey-Bass.
- Roe, B., Stoodt-Hill, & Burns, P. (2007). *Secondary school literacy instruction*. Boston: Houghton-Mifflin Company.
- Ruddell, M. (2005). *Teaching content reading and writing*. (4th ed.). Hoboken, NJ: John Wiley & Sons,
- Sejnost, R., & Thiese, S. (2007). *Reading and writing across content areas*. Thousand Oaks, CA: Corwin Press.
- Tompkins, G., Blanchfield C. (2004). *Teaching vocabulary: 50 creative strategies*. Upper Saddle, NJ: Pearson Education, Inc.

Evaluation and Assignment of Grades:

Grade A. Learner demonstrates a comprehensive understanding of concepts and exhibits high interest in material. Achieves at the 90% level or higher. Is actively engaged and contributes to classroom discussion. Completes all activities in timely fashion.

Grade B. Learner demonstrates knowledge of strategies used to teach reading in the content areas, Participates actively in class discussion. Required projects are completed in range of 80-89%.

Grade C. Learner demonstrates knowledge of concepts and strategies but has not achieved mastery. Participates in class discussions, but is less involved than peer group members. Required projects are completed in range of 70-79%.

Grade D or F. Learner fails to complete activities as identified in syllabus.

Project Due Date: Your Integrated Literacy Project and Technology Web Site projects are due by December 9, 2011.

Please send electronically to: <steinerd@emu.edu> as soon as you have completed the projects. Please use Microsoft word.

Academic Integrity: The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidents of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed in the graduate dean's office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement:

Students with disabilities preventing them from fully demonstrating their abilities should contact the instructor personally as soon as possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

Tentative Course Outline

Unit 1: Understanding Interactive Elements of Reading and English Language Arts

- Session 1: Course introduction—Your goals, My goals, & the Syllabus
- Session 2: Sociology of Multiliteracies—LiteracyTurf Map
- Session 3: Exploring Your Assumptions about Teaching, Learning, and Assessing
- Session 4: Concepts to Get Us Started—Bottom-up, Top-down, and Interactive
- Session 5: Three Interactive Elements of Reading
- Session 6: Learning Teams—Grade Level
- Session 7: Interactive Learning Experience (ILE) Planning. Also, Assignment: Read *Literacy 2.0* pp. 7-37; 87-89

Unit 2: Frameworks and Approaches to Teaching, Learning, and Assessing Integrated Literacy

- Session 8: Roundtable 1: Discussion of Reading Assignment
- Session 9: Billmeyer Text
- Session 10: Speaking
- Session 11: ILE Planning
- Session 12: Listening and Reading--Character Maps and Vocabulary: Introduction: Segment I: *Snow Falling on Cedars*
- Session 13: Learning Teams—Grade Level
- Session 14: ILE Planning. Also, Assignment: Read *Literacy 2.0* pp. 38-58; 90-96.

Unit 3: Principles and Integrated Approaches to Teaching Comprehension and Vocabulary

- Session 15: Roundtable 2: Discussion of Reading Assignment
- Session 16: Billmeyer Text
- Session 17: Interdisciplinary Teaching: *International Pencil*
- Session 18: Writing: *Where Have We Been and Where are We Going?*
- Session 19: Learning Teams—Grade Level
- Session 20: Viewing & Media Literacy: Segment II: *Snow Falling on Cedars*
- Session 21: ILE Planning. Also, Assignment: Read *Literacy 2.0* pp.59-82; 84-86.

Unit 4: Teaching and Learning Strategies

- Session 22: Roundtable 3: Discussion of Reading Assignment
- Session 23: Billmeyer Text
- Session 24: Interactive Learning Experience Presentation
- Session 25: Interactive Learning Experience Presentation
- Session 26: Interactive Learning Experience Presentation
- Session 27: Concluding Segment: *Snow Falling on Cedars*
- Session 28: Integrated Literacy Project Preparation & *Unfamiliar Strategy Assignment*

Unit 5: Learning With Multiple Resources

- Session 29: Roundtable 4: Discussion of *Unfamiliar Strategy Assignment*
- Session 30: Interactive Learning Experience Presentation
- Session 31: Interactive Learning Experience Presentation
- Session 32: Interactive Learning Experience Presentation
- Session 33: Interactive Learning Experience Presentation
- Session 34: Learning Teams—Synthesis of Ideas
- Session 35: Summary and Evaluation