

**Curriculum and Instruction 473**  
**Literacy in Content Areas (Secondary English Education Cohort)**  
**Sections E, E2**  
**Spring, 2010**

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**Catalog Description**

Provides secondary and K-12 level English education majors with principles and practices of effective language and literacy instruction in their content areas, consistent with the Core Language Arts and Content Standards of the Illinois State Board of Education.

**Course Overview**

Schools and districts are becoming more aware that literacy development is the responsibility of every instructor, regardless of content area. In the case of English Language Arts instructors, it is very important to provide students with the basic foundations of reading, writing, vocabulary, etc., while gradually incorporating critical thinking skills. In addition, there are three realities which English Language Arts teachers will also face in their classrooms: (1) the chance that you will find students in very wide ranges of reading ability; (2) the likelihood that you will have more students coming from immigrant families, whose parents in many cases might not be fully fluent in English; and (3) the fact that you will have to negotiate preparing students for the literacy demands of this new decade with the demands of testing and standards from the districts.

These are some of the core assumptions under which this course operates. CI 473 aims to offer prospective English teachers a deeper understanding of issues related to the teaching of reading, writing, and English as a Second Language and how to incorporate those into your regular instruction. We will discuss theoretical elements regarding the teaching of reading, writing, and vocabulary, the importance of quality language support to ELL students, and the need to develop critical thinking skills in regards to the information students read. In addition, we will discuss and explore real-life examples available from multiple sources as a means to hone students' lesson planning and instructional skills.

We will meet during the first eight weeks of the semester. Classes will alternate between a lecture/demonstration format and a lab format. In the lecture/demonstration format, we will discuss general principles of language and literacy instruction and strategies for improving students' literacy. At the end of

every sub-section, we will devote one hour to smaller, content-specific lab sections. The lab sections will focus on the development of lesson plans that apply principles and strategies presented in lectures/demonstrations. Some labs will require you to do the lesson plans using a particular real-life classroom scenario; others will be more open, allowing more latitude for more possible situations.

### **Texts**

Fisher, D., & Frey, N. (2008). *Improving adolescent literacy: Content area strategies at work* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Additional readings and supplementary materials are available through the Moodle course site: <http://learn.education.illinois.edu>. The enrollment key for CI 473 is: Reading.

### **Assignments**

There will be four assignments to be completed at different stages of the course. The assignments include the development of lesson plan, information search, and critical thinking skills, as well as the use of different technological resources to complement instruction. The ultimate goal of all assignments is to be able to use the activities and resources stemming from all four assignments in real-life classroom situations as soon as they may have the chance to use them. Therefore, I expect all assignments to be taken seriously. We will use real-life (or as close as we may) scenarios that resemble what students may encounter in a regular classroom in Illinois.

With the exception of the social bookmarking assignment, we will carry out all assignments in teams. I will randomly set up the teams. We will do Assignments 1 and 2 and a portion of Assignment 4 using Google Documents as a platform. I have found Google Documents to be very useful for these kinds of workshops, as it enables more real-time editing and more accessibility to quick feedback. In addition, it allows students to see how the editing process works.

**Assignment #1: Reading Lesson Plan.** In this assignment, students will be provided with a reading from a text that is likely to be used in an English Language Arts curriculum. Students will analyze the text for potential reading difficulties, using principles and practices presented in the lecture/demonstration portion of the course. Students will then plan their lessons, using principles of lesson planning they have learned in their methods courses. They will plan the lesson based on a description that resembles the demographics of a real-life classroom. **15 percent of final grade. DUE DATE: Friday, February 12 by 5:00 PM.**

**Assignment #2: Writing Lesson Plan.** In this assignment, students will pick a lesson plan they have written for their methods courses and will adapt it to incorporate writing activities, using principles and practices presented during the

lecture/demonstration portion of the class. Adaptations will take into account an approximate real-life classroom scenario of a demographically diverse classroom. They will also incorporate ISBE core language arts and subject area literacy standards, appropriate strategies for supporting students' writing processes, and appropriate practices for assessing and evaluating that writing. **25 percent of final grade. DUE DATE: Friday, February 26 by 5:00 PM.**

**Assignment #3: Social Bookmarking.** One of the new skills required from teachers in this new millennium is the ability to teach information search skills and critical thinking, especially in regards to what is available on the Web. For this assignment, every student in class must find and review one website related to your content area. The goal is to have a “bank” of websites everybody can benefit from. You will write a review (of about 200-300 words) for the website you chose. You will add the URL you picked and the review on the official blog for this course, <http://ci473engsoc.blogspot.com>. I will provide more information directly on the blog. **10 percent of final grade. DUE DATE: Anytime before Friday, March 5 at 5:00 PM. Sites added after the deadline will not be given credit.**

**Assignment #4: Integrating Reading, Writing, and Language Instruction - WebQuest.** In this assignment, you will choose a topic in English Language Arts and develop a WebQuest in PowerPoint format that integrates reading, writing, and language instruction. You will also have to write an *abstract* that summarizes what the WebQuest is about, as well as other relevant information. You will have a choice of grade and topics. The topic of WebQuests will be introduced in greater detail with the assignment. **40 percent of final grade. DUE DATE: Friday, March 12 by 5:00 PM.**

**Attendance and Participation. 10 percent of the final grade.** (See Expectations for more details)

### **Expectations**

**Class work.** I expect everybody to be on time. In the case of absence, you are supposed to notify me as soon as possible. Should you miss a lab session, it is your duty to communicate with your teammates as soon as possible and make up for any work you may have missed. I expect all students to be prepared for every class, to have all their resources available at all times, and to actively participate with questions and remarks, as you all have expertise and knowledge that deserves to be shared. I also expect the utmost professionalism and ethical behavior from every student. If you disagree with any ideas in class, feel free to say so in a proper manner. I see the classroom as a community of learners and scholars, so respect must be paramount at all times for the success of the academic exercises we will engage in.

**Ethical guidelines for all assignments.** All work you present for the assignments must be *original* work. I abide by all University of Illinois guidelines regarding academic integrity, cheating, and plagiarism. Please acquaint yourself with such guidelines, including Part 4 of the Student Code. Additional resources are available at the University Library website:

<http://www.library.illinois.edu/learn/research/academicintegrity.html>

### **Evaluation**

Work worthy of an **A** grade features consistent class attendance; proper preparation for class discussions and activities; thoughtful and substantial contributions to discussions; and assignments showing careful preparation, organization, and solid *analytical* work.

Work worthy of a **B** grade features consistent class attendance; proper preparation for class discussions and activities; thoughtful contributions to discussions; and assignments showing work that “covers” the minimal expectations.

Work worthy of a **C** grade features inconsistent class attendance; occasional lack of preparation or contributions to discussions; and assignments showing minimal research and work that even fails to cover some of the minimal expectations.

Work resulting in a failing grade includes missing 3 or more classes, not contributing to discussions, coming to class unprepared, and writing in a manner completely unsuitable for undergraduate or graduate study, including failure to abide by ethical guidelines.

**Grading Scale:** 99-100 = A+; 93-98 = A; 90-92 = A-; 89 = B+; 83-88 = B; 80-82 = B-; 70-79 = C; 65-69 = D; <65 = F.

**Tentative Class Schedule**

<b>Week</b>	<b>Topic(s)</b>	<b>Reading/Assignment</b>
Week One: January 18	MLK – No Class	Moodle Week 1
Week Two: January 25	Introduction to the course; How and why students struggle with literacy in content areas	Fisher & Frey, Ch. 1 and 3 Moodle Week 2
	Reading in Content Areas I: Comprehension	
Week Three: February 1	Reading in Content Areas II: Vocabulary	Fisher & Frey, Ch. 4, 5, and 6 Moodle Week 3
	Reading in Content Areas: Lab	
Week Four: February 8	Reading in Content Areas: Lab	Moodle Week 4
February 12	ASSIGNMENT #1 DUE	
Week Five: February 15	Writing in Content Areas I: Informal and formal activities	Fisher & Frey, Ch. 8 and 9 Moodle Week 5
Week Six: February 22	Writing in Content Areas II: Assessment	Fisher & Frey, Ch. 10 Moodle Week 6
	Writing in Content Areas: Lab	
February 26	ASSIGNMENT #2 DUE	
Week Seven: March 1	Supporting English Language Learners	Moodle Week 7
	Integrating Reading, Writing, and Language Learning: WebQuests – Discussion	
March 5	ASSIGNMENT #3 FINAL DEADLINE	
Week Eight: March 8	WebQuests Lab	
March 12	ASSIGNMENT #4 DUE	