

MURRAY STATE UNIVERSITY

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: REA

COURSE NUMBER: 618

CREDIT HOURS: 3

I. TITLE: Content Area Literacy K-12

II. COURSE DESCRIPTION AND PREREQUISITE(S):

This course builds upon theoretical perspectives and strategies for developing the literacy abilities of students in grades K-12 in the content areas. Attention is given to ways of making the most effective use of textual materials across the curriculum. A component of the course includes projects and/or activities which relate to an academic area of study or instructional responsibility

Prerequisite(s): None

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards (KTS), the International Literacy Association's (ILA) Standards for Reading Professionals, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. explain how content area literacy activities contribute to content area learning, referencing the theoretical underpinnings of content area literacy, including schema theory, constructivism, and factors that affect comprehension (KTS 1; ILA 1.1; InTASC 4);
- B. identify and apply the Common Core standards that address content area literacy (KTS 2.1; InTASC 4);
- C. describe comprehension strategies good readers use and design instruction to help students use the strategies (KTS 1.1, 2.4; ILA 1.1, 2.2; InTASC 4);
- D. design, implement, and reflect on a variety of pre-reading strategies to motivate students, build and activate their prior knowledge, develop vocabulary and concepts, and give them purposes for reading (KTS 2.4; ILA 2.2; InTASC 8);
- E. design, implement, and reflect on variety of during-reading activities to guide comprehension (KTS 2.4; ILA 2.2; InTASC 8);
- F. design, implement, and reflect on a variety of post-reading activities to increase comprehension and learning, including writing-to-learn activities (KTS 2.4; ILA 2.2; InTASC 8);
- G. design and implement instruction that enables students to use new information and communication technologies to learn in the content areas (KTS 6.3; ILA 2.3; InTASC 5, 7);
- H. design and implement culturally responsive instruction, including the use of trade books that represent diversity (KTS 3; ILA 2.3, 4; InTASC 2, 4m).

The COE Theme of Educator as Reflective Decision-Maker and the EPSB Theme of Literacy/Reading are reflected in this course as students design, implement, and reflect on a variety of instructional activities (Obj. C – H). The Theme of Diversity is addressed through the design of culturally responsive instruction using trade books (Obj. H). College and Career Readiness is addressed as students identify and apply the Common Core Standards that address content area literacy (Obj. B).

IV. CONTENT OUTLINE:

- A. Understanding Comprehension
- B. Comprehension Strategy Instruction

- C. Pre-Reading Instructional Strategies
- D. Content Area Vocabulary Development
- E. During-Reading Strategies
- F. Post-Reading Strategies
- G. Writing-to-Learn
- H. Using Information and Communication Technologies for Content Area Learning
- I. Using Trade Books to Create Culturally Responsive Instruction

V. INSTRUCTIONAL ACTIVITIES:

- A. Readings and open-book quizzes
- B. Design, implementation, and reflection on a variety of content area literacy activities
- C. Design of culturally responsive instruction using trade books
- D. Design of instructional activities using information and communication technologies

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None. Students are required to implement content area literacy activities in their classrooms.

VII. TEXT(S) AND RESOURCES:

REQUIRED TEXT: Vacca, R., Vacca, J., & Mraz, M. (2013). *Content area reading: Literacy and learning across the curriculum, 11th Edition*. Boston: Pearson.

RESOURCES: This course is offered online through the CANVAS system. Students must have access to a computer with the requirements for CANVAS, internet access, and email. Students must also have a LiveText account.

VIII. EVALUATION AND GRADING PROCEDURES:

The key signature assessment is the Learning Log Assignment: Designing Vocabulary Instruction. The grading scale is A = 90-100; B = 80-89; C = 70-79; D = 60-69; E = Below 60.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall. (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. (270)809-2018 (voice), (270) 809-5889 (TDD).