

CALIFORNIA STATE UNIVERSITY, STANISLAUS
DEPARTMENT OF TEACHER EDUCATION
Single Subject Credential Program
EDSS 4115 Section 001 Spring, 2005
Reading and Writing Instruction in the Content Area 5 units
C 116, Thursday 12:45-3:45 and Online

Instructor: Mimi Bradley, Ph.D., Language, Culture, & Literacy
Office Hours: Thursday afternoons, by appointment (209) 667-3472, DBH319

University Catalog Description

Designed to teach effective literacy instructional strategies in the content areas in multilingual secondary classrooms. Prerequisite: Admission to the Single Subject Credential Program or consent of the instructor.

Purpose of the Course

This Single Subject Program course is designed to provide an integrated view of English language development instruction and secondary school content area instruction. The class is presented using methods that are linguistically interactive and inclusive in order to model and give credential candidates multiple systematic opportunities to practice effective English language instruction for English language development for students in their content area classrooms.

Texts and Materials

Required:

Fisher, D. & Frey, N. (2004). *Improving Adolescent Literacy*. Pearson Merrill Prentice Hall.

The Map of Standards for English Learners, current edition. San Francisco: WestEd.

Schulz, A. (1998). *Supporting Intermediate and Secondary Readers*. Costa Mesa: The California Reading Association.

Strunk, W. & White, E.B. (1972). *The Elements of Style*. New York: MacMillan.

Wilhelm, J.D. (1997). *You Gotta BE the Book: Teaching Engaged and Reflective Reading with Adolescents*. Champaign: NCTE.

Video tape, 2 hours.

Blackboard access and use.

Recommended:

California Reading Task Force, The (1995). *Every Child a Reader*. Sacramento:

California Department of Education.

California State Department of Education (2000). Strategic Teaching and Learning: Standards Based Instruction to promote Content Literacy in Grades Four through Twelve.

California State Department of Education (1999). Reading/Language Arts Framework for California Public Schools.

Krashen, S. (1996). Every Person a Reader. Culver City: Language Education Associates.

Course Evaluation

You will be graded on the completeness and the quality of written and spoken assignments. Completeness will be evaluated simply using this question, " Did you do all the assignments as instructed?" Completeness will make up 80% of the grade. Quality will be determined using rubrics designed by the credential candidates in cooperation with the class instructor, and will make up 20% of the grade. Letter grades (only) will be given in the A, B, and C ranges, using a point system to determine the grade.

A+ 97-100	B+ 87-89	C+77-79	less than C-
A 94-96	B 84-86	C 74-76	no credit
A- 90-93	B- 80-83	C- 70-73	

Evaluation by Assignment:

- 15%.....ELD/ELA Lesson Plans
- 20%.....Book Circle and Free Readings #1,2,3.
- 20%.....Blackboard Response Papers
- 20%.....Mini Lessons/Peer Coaching/Coaching Portfolio
- 10%..... Annotated Bibliography
- 15%.....Midterm and Final

Course Assignments

Course assignments are designed to demonstrate and give practice in teaching English language development techniques for secondary school content area instruction. Assessment is ongoing, and is based on instructor and peer response. Evaluation is based upon credential candidate performance in the areas of writing instruction, reading instruction, speaking, and listening.

- ELD/ELA Weekly Lesson Plans. Plan and write ten minute lesson plans designed to engage student learning in your content area through the use of selected interactive approaches (Schulz).
- Book Circle: Read, write about and discuss one assigned trade book (Wilhelm). In small

groups, read, discuss, write about, and peer edit a discussion of ways you might involve students in becoming literate in the content area you teach.

- Free Readings #1, #2: Read, write about, and discuss with your colleagues a trade or text book in your content area. Free Reading #3: Read and write about a book that provides you with a getaway, a mind vacation.

- Blackboard Response Papers: Reflect in writing upon assigned readings; discuss within pod.

- Ten minute lessons/peer coaching: Write and teach lessons designed to strengthen student ELD/ELA skills relevant to your content area. Practice peer and self assessment and evaluation skills. Lesson plan will be handed to instructor before teaching. Teaching will be videotaped and coached. Reflective coaching portfolio will be due at final exam time.

- Annotated Bibliography: Locate, read, cite, and annotate five journal articles about literacy instruction in your content area. Discuss findings with people in your content area.

- Midterm and Final, in class and take home: A series of 5 drafts for 5-6 page conceptual papers on the topic of content area literacy.

Course Objectives/Teaching Outcomes

Credential Candidates successfully completing this course will be able to:

- Assess the content area language proficiency of students in their classrooms.
- Develop L1 and L2 content area instruction techniques introduced in EDUC 4430.
- Develop interactive writing activities appropriate for ELD/RLA/content area instruction.
- Develop interactive reading activities appropriate for ELD/RLA/content area instruction.
- Develop interactive speaking and listening activities for ELD/RLA/content area instruction.
- Organize small group classroom activity for classroom instruction. Assume the role of learning facilitator, encouraging students to express their ideas.
- Develop techniques for direct content area instruction with L1 and L2 students; these techniques will include, but not be limited to Specially Designed Academic Instruction in English(SDAIE).
- Incorporate vocabulary and discourse development into content area lessons to ensure that students understand the concepts and to assist students in developing their English language skills in the content area.
- Integrate California English Language Development standards, California Reading/ Language Arts standards, and content area standards, grades 7-12, for the purpose of classroom instruction in and across content areas.

Course Requirements

Proficiency in using, and ability to access Blackboard are required for enrollment in this

course.

All assignments are due on the date indicated by the instructor, and may be formatted according to APA, MLA, or Chicago (Turabian). Assignments are to be typed unless otherwise indicated by the instructor.

One class absence may be taken without penalty. After this has been taken, the absentee's final grade will drop 3.3 points for each absence taken. Lateness and other partial absences may be counted. Absence immediately preceding and following university holidays will be counted as two.

ADA students are requested to arrange a conference with the instructor during the first week of class, in order to make appropriate arrangements for completing the course.

Welcome. Come to class on time. Stay for the whole class. Participate. Respect the right of others to be heard. Listen. Learn. Have a good time.

CALENDAR: EDSS 4115*

Class 1, F 17: Orientation: Who are we and what are we doing here? Syllabus.

- Peer coaching
- Self evaluation
- Teaching students in small groups: learning in pairs.
- Guided reading practice: reading with a question.

Blackboard: Fisher & Frey, Ch. 1

ELD/ELA lesson plan #1: Anticipation, Bio-Poems, Carousel, Double-Entry Journal.

Long term assignment: Free Reading #1. Response due in class March 10.

Think question: What is literacy in your content area?

Class 2, F 24: Ten minute lesson, learning in pairs, Group 1

- Using reading to teach content: how to assess.
- Guided reading practice: Thinkalouds.
- Author's chair.

Blackboard: Fisher & Frey, Ch. 2

ELD/ELA lesson plan #2: Elaboration, Feature Analysis, Graphic Organizers, Herringbone.

Class 3, M 3: Ten minute lesson, learning in pairs, Group 2

- Using written response to teach content; response logs.
- Teaching for language acquisition in the content area: writing with voice.
- Book circle discussion: Wilhelm

Blackboard: Fisher & Frey, Ch. 3

Wilhelm response paper.

Class 4, M 10: Ten minute lesson, learning in pairs, Group 3

- Writing Workshop: Peer Review, rewriting: Wilhelm paper.

Blackboard: Fisher & Frey, Ch. 4.

ELD/ELA lesson plan #3: Inductive DataSets, Judgements, KWL Learning, Listening Guide.

Long term assignment: Free reading #2, response due March 24.

Class 5, M 17: Ten minute lesson, using writing to assess and teach, Group 1

- Getting kids to talk: Questioning techniques.

Blackboard: Fisher & Frey, Ch. 5.

ELD/ELA lesson plan:#4 : Monitoring, Notetaking, Onset and Rime, People searches.

Class 6, M 24: Ten minute lesson, using writing to assess and teach, Group 2

- Free Reading # 2 response draft and discussion: content area groups.
- Mid-semester exam: What is literacy in your content area? Discuss and begin writing. Blackboard : midterm exam draft for peer response.

ELD/ELA lesson plan # 5:

Free reading #2 due April 28.

Class 7, A 7: Midterm rewrite.

Blackboard: Fisher and Frey, Ch. 6.

Midterm rewrite due in class on April 14.

Class 8, A 14: Ten minute lesson, using writing to assess and teach, Group 3

- Using speaking to teach content: How do you speak?
- Teaching all students: Content area discourse.
- Midterm rewrite due.

Blackboard: Fisher & Frey, Ch. 7.

ELD/ELA lesson plan: # 6: QUIP and QUIP, Retelling, Storyboards, Think Alouds, Universal Symbols.

Think question: What is literacy in your content area and how can you teach it?

Class 9, A 21: Ten minute lessons, team option: speaking clearly, talking content, Group 1

- Teaching all students content area literacy skills: in LIBRARY 240.

Blackboard: Fisher & Frey, Ch. 8.

Free Reading # 2 response.

Long term assignments: Annotated bibliography due May 12. Free reading # 3 letter due May 19.

Class 10, A 28: Ten minute lessons, team option: speaking clearly, talking content, Group 2

- Teaching all students content area literacy: What difference does language make?

- Free Reading # 2 response/discussion.

Blackboard: Fisher & Frey, Ch. 9.

ELD/ELA lesson plan:#7: Visuals, Word Storm, Expressive Reading, Young Reader, Zone of Proximal Development.

Class 11, M 5: Ten minute lessons, team option: speaking clearly, talking content, Group 3

- Teaching across curriculum assignment and preparation: group and topic selection.

Blackboard: Fisher & Frey: Ch. 10.

ELD/ELA lesson plan: #8: Annotated cross-curricular group lesson due on day of teaching.

Reflective teaching portfolio.

Class 12, M 12: Forty-five minute class: co-teaching across the curriculum.

- Annotated bibliography discuss and hand in.

Blackboard: Draft of final: What is literacy in my content area and how will I teach it?

Free read #3 letter due in class.

Class 13, M 19: Forty-five minute class: co-teaching across the curriculum.

- Teaching all students content area literacy skills: What do we know about teaching content area reading and writing?

- Free read letter

Blackboard: Rewrite of final: What is literacy in my content area and how will I teach it?

Final, as scheduled by the university: Hard copy: What is literacy in my content area and how will I teach it?