**UNIVERSITY OF ARKANSAS AT LITTLE ROCK**

**College of Education**

**Department of Teacher Education**

**I. Course Prefix and Number**: ELEM 4301

**II. Course Title**: Integrated Literacy and Language II

**III. Credit Hours**: 3 Undergraduate hours

**IV. Semester & Year**:

**V. Instructor**:

**VI. Office**:

**VII. Office Hours**:

**VIII. Phone/Email**:

**IX. Course Description**: Prerequisites: Admission to the program; ELEM 2301Children’s Literature; ELEM 3301 Integrated Literacy and Language I Co-requisite: ELEM 4200 Field Experience III

This course focuses on effective literacy instruction in the upper elementary grades (5-6). Teacher candidates will learn how to plan and implement instruction for all learners that continue the development of reading and writing in a balanced literacy setting with emphasis on fluency, vocabulary development, and comprehension in expository and informational texts. Content includes, but is not limited to, major approaches for teaching literacy, effective strategies for differentiating literacy instruction, teaching students how to effectively read and comprehend complex texts, systematic assessment of reading and writing, and an introduction to critical literacy.

**X. Conceptual Framework**: The conceptual framework in the College of Education is Leadership in Learning through Specialized Expertise (SE), Communication (C), Professional Development (PD), and Diversity (D).

**XI. Program Standards**

Program standards are the Arkansas Teaching Standards and the Competencies for Elementary Teachers, K-6.

*Arkansas Teaching Standards*

*Standard #4: Content Knowledge.*

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content (SE)

*Standard #5: Application of Content.*

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.(SE)

*Standard #6: Assessment.*

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. (SE)

*Standard #7: Planning for Instruction*.

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (SE)

*Standard #8: Instructional Strategies.*

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (SE)

*Competencies for Elementary Teachers, K-6*

*2. Reading - Literature*

*3. Reading-Informational Text*.(SE)

*4. Writing*.(SE)

*5. Speaking and Listening*.(SE)

*6. Language (Grammar).(*SE)

*7. Disciplinary Literacy*.(SE)

**XII. Course Objectives**

Upon completion of this course, candidates will:

1. demonstrate understanding of content knowledge for integrated literacy 5-6

2. demonstrate understanding of how to connect concepts across disciplines using differing perspectives to engage learners critically, creatively, and collaboratively

3. demonstrate ability to plan and implement learning experiences using texts from across disciplines incorporating a variety of instructional and assessment strategies

4. demonstrate ability to plan and implement learning experiences that integrate reading, writing, listening, speaking, and viewing to ensure all students’ mastery of content and skills

**XIII. Instructional Strategies/Required Texts**

This course is designed to promote constructive discussion among teacher education candidates and with the instructor. Learning occurs from four major sources: learning from texts, learning from lectures and one another, learning from writing, and learning from practice.

**Required Texts\***:

Brozo, W.G. & Simpson, M.L. (2007). *Content literacy for today’s adolescents: Honoring diversity and building competence* (5th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Fisher, D., Brozo, W.G., Frey, N., & Ivey, G. (2011). *50 instructional routines to develop content literacy*. Boston: Pearson Education.

Templeton, S., Bear, D.R., Invernizzi, M. & Johnston, F. (2010). *Vocabulary their way:Word study with middle and secondary students*. Boston, MA: Pearson Education.

\*And research-based articles as assigned each week.

**XIV. Topical Outline**

* Review: the Reading Process; What Does It Mean to Be Literate?
* Approaches for Teaching Reading: Applying Your Foundation
* Making Sense of Nat’l/State Standards & District Lit. Programs
* Teaching Fluency in the Upper Ele. Grades
* Vocabulary Development in the Upper Ele. Grades
* Vocabulary continued
* Teaching and Modeling Comprehension in the Upper Ele. Grades
* Comprehension continued
* Central Concepts, Tools of Inquiry, & Structures of the Disciplines
* Systematic Assessment of Literacy in the Upper Ele. Grades
* Assessment continued
* An Introduction to Critical Literacy and Motivation for Reading
* Culturally Responsive Literacy Instruction in a Diverse Classroom
* Literacy Instruction for Struggling Readers
* Struggling Readers continued

**XV. Assignments, Evaluation Procedures, and Grading Policy**

Candidates in School Personnel Preparation programs, including certificate programs, are expected to purchase a chalk and wire account and to load major assignments into chalk and wire as directed by the course instructors. Please note that failure to upload assignments into chalk and wire and/or lack of assessment of the assignments may result in an “I” in the course and will preclude successful completion of the program of study.

**\*Assessment of student performance will be based on the following assignments.**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Value** | **Due Date** |
| **Lesson Plans****6 plans x 10 points each** | **60 points** |  |
| **Contgent Units/.Text Complexity****2 units x 25 points each** | **50 points** |  |
| **Literacy Assessment** | **50 points** |  |
| **Reflection Journal****5 Reflections x 10 points each** | **50 points** |  |
| **In-Class Activities****8 assignments x 5 points each** | **40 points** |  |
| **Exams & Quizzes** | **50 points** |  |

\*Detailed description of assignments will be provided in class including due dates

**Final grade** will be determined by adding points from all assignments and converting to the letter grade based on the following scale.

A=90%-100%

B=80%-89.9%

C=70%-79.9%

D=60%-69.9%

F=less than 60%

**XVI. Class Policies**

*Academic dishonesty.* Academic dishonesty cannot be condoned or tolerated in the university community. Such behavior is considered a candidate conduct violation and candidates found responsible of committing an academic offense on the campus, or in connection with an institution-related or sponsored activity, or while representing the university or academic department, will be disciplined by the university. The most common offenses subject to grade penalty and/or disciplinary action are:

*Cheating*. To give or receive, to offer or solicit information on any quiz or examination including (a) copying from another candidate’s paper; (b) using prepared materials, notes, or texts other than those specifically permitted by the professor during an examination; (c) collaborating with another candidate during an examination; (d) buying, selling, stealing, soliciting, or transmitting an examination, or any material purported to be the unreleased content of an upcoming examination, or the use of such material; (e) substituting for another person during an examination or allowing such substitution for oneself; (f) bribing a person to obtain examination information.

*Plagiarism.* To adopt and reproduce as one’s own, to appropriate for one’s own use and incorporate in one’s own work without acknowledgment, the ideas of others or passages from their writings and works.

*Collusion.* To obtain from another party, without specific approval in advance by the professor, assistance in the production of work offered for credit to the extent that the work reflects the ideas or skills of the party consulted rather that those of the person in whose name the work is submitted.

*Duplicity.* To offer for credit identical or substantially unchanged work in two or more courses, without specific advance approval of the professors involved.

*Attendance, Assignments and Written Work/Lateness:* Attendance and accountability for one’s absence are important features of the professional skills that are required for successful completion of the program. Should you have to miss class because you are unable to get to the campus due to the weather conditions, illness, or family situations, you must notify your instructor. You are responsible for all content presented in class regardless of your absence. The following policies will be applied:

*Late arrivals and early departures.* Any candidate not present when class begins will be considered late. Early departures will also be documented. Any three late arrivals or early departures will result in the convening of a professional development conference.

*Missed Classes.* Any absence without notification will result in convening of a conference and a one letter grade deduction. Missing the equivalent of 4 weeks of class meetings (12 hours) for any reason will result in the candidate being asked to withdraw and re-take the course the next semester

*Making up missed class information and work.* Candidates may be required to submit class notes or an equivalent piece of work for any class or portion of a class of more than 15 minutes that has been missed. Candidates are responsible for all content presented in class regardless of their absence. Candidates must make arrangements with other candidates in the class to obtain class notes. Candidates must notify the instructor preferably before class but if not possible, as soon after the absence as possible.

### *Inclement Weather Policy.* You can find out about the status of the campus by watching televised listings of official closings, checking the website, or calling the main number. Should you have to miss class because you are unable to get to the campus due to the weather conditions in your area, you should notify the instructor.

*Cell Phones.* All cell phones must be turned off in class. Cell phone calls or text messages may not be made/answered during class time.

*Disability Support Statement.* Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me private as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRS, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at [www.ualr.edu/disability](http://www.ualr.edu/disability).

**XVII. References**

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Bean, T., Baldwin, S., & Readence, J. (2012). *Content-area literacy: Reaching and teaching the 21st century adolescent*. Huntington Beach, CA: Shell Education.

Carnine, D.W., & Kame’enui, E. J. (2010). *Effective teaching strategies that accommodate diverse learners* (4th ed.). Boston, MA: Pearson Education.

Fang, Z. (2006). The language demands of science reading in middle school. *Journal of Science Education*, *28*(5), 491-520.

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Hiebert, E.H. (2013). Supporting students’ movement up the staircase of text complexity. *The Reading Teacher*, *66*(6), 459-468.

Hinchman, K. A., & Moore, D. W. (2013). Close reading: A cautionary interpretation. *Journal of Adolescent & Adult Literacy*, *56*(6), 441-450.

Hollenbeck, A. F., & Saternus, K. (2013). Mind the comprehension iceberg: Avoiding titanic mistakes with the CCSS. *The Reading Teacher*, *66*(7), 558-568.

Krajcik, J. S., & Sutherland, L. M. (2010). Supporting students in developing literacy in science. *Science*, *328*(5977), 456-459.

McKenna, M., & Robinson, R. (2013). *Teaching through text: Reading and writing in the content area* (2nd ed.). New York, NY: Longman.

Moore, D., & Hinchman, K. (2003). *Starting out: A guide to teaching adolescents who struggle with reading*. Boston, MA: Allyn & Bacon.

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Short, D. J. (1994). Expanding middle school horizons: Integrating language, culture, and social studies. *TESOL quarterly*, *28*(3), 581-608.

Tapscott, D. (2009). *Grown up digital: How the next generation is changing your world*. New York, NY: McGraw Hill.

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Zygouris-Coe, V. (2012). Disciplinary literacy and the Common Core State Standards. *Topics in Language Disorders*, *32*(1), 35-50.