

YORK COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

Teacher Education Department

Fall 2012

Course: EDUC 370

Content Literacy 2-6 (EO & ELL)

3 credits

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Course location: AC/3H14

Course time: Tuesday 6-8:50 pm

Course Description

This is part 2 of required literacy education courses for teacher candidates. It focuses on content area literacy Instruction for Mainstream English Only (EO) and English Language Learners (ELLs), in grades 2-6. In this course, students will focus on standards-based literacy instruction and children's literature used in designing literacy programs for students in grades 2-6 classrooms in academic content areas - science, mathematics, social studies and the arts for both English Only (EO) students and English Language Learners (ELLs). A major focus for this course will be methods for teaching content area literacy skills in grades 2-6 and the use of instructional technology and multicultural resource materials for both English Only students (EOs) and English Language Learners (ELLs). A special focus in this course will include planning for and teaching English as a Second Language through the content areas for English Language Learners.

Not opened to students with credits in EDUC 314 and EDUC 345

York College Mission

York College enriches lives and enables students to grow as passionate, engaged learners with the confidence to realize their intellectual and human potential as individuals and global citizens.

Teacher Education Unit Vision

The vision of the teacher education unit builds upon the vision and mission of York College. The unit's vision is to develop a cadre of professional educators who, having been taught by models of good teaching, are prepared with an array of theories, tools and skills necessary to create rich learning environments in which urban children and youth can strive for and reach success.

Teacher Education Unit Mission

Teachers prepared by the York College Teacher Education Unit demonstrate caring and ethical professional behavior in order to build teaching and learning environments that draw on the strengths of students' diverse cultures, languages, exceptionalities, multiple intelligences, and learning styles, *providing their students with learning experiences that develop deep and broad content knowledge and life skills. (G1) The mission of the teacher education Unit at York College is to prepare our candidates to become effective practitioners who will:*

Empower Learners to Achieve at the Highest Levels *by being able to:*

Course Objectives:	Assessment:
Understand the full range of student needs represented in an urban classroom	Mainstream/ELL Infused Unit Plan sessions indicating alignment of activities with NYS/NYC learning standards

Respond to the diversity of learners in the classroom when designing and implementing instruction	Mainstream/ELL Infused Unit Plan sessions indicating alignment of activities with NYS/NYC learning standards
Prepare students to be active and effective participants in a political and social democracy	Mainstream/ELL Infused Unit Plan sessions indicating alignment of activities with NYS/NYC learning standards
Collaborate with parents and leaders/agencies in the local community	Mainstream/ELL Infused Unit Plan sessions indicating alignment of activities with NYS/NYC learning standards

Embody Pedagogy *by being able to:*

Course Objectives:	Assessment:
Design and implement curriculum and instruction that represents broad and deep knowledge of pedagogy	Mainstream/ELL Infused Unit Plan sessions indicating alignment of activities with NYS/NYC learning standards
Assess students using a diversity of measures, analyze the results, and make instructional decisions to optimize teaching and maximize student performance	Mainstream/ELL Infused Unit Plan sessions indicating alignment of activities with NYS/NYC learning standards
Exhibit strong written, verbal, and non-verbal communication skills	Mainstream/ELL Infused Unit Plan sessions indicating alignment of activities with NYS/NYC learning standards Class discussion and in class written reflections and responses to questions, scenarios, and exercises
Embed technology into the learning experience	Use of Blackboard platform throughout the semester Participation in On Line Discussion Boards

Exemplify Professionalism *by being able to:*

Course Objectives:	Assessment:
Act as reflective practitioners with a strong conviction that learning is a lifelong process achievable by all	Class discussion and in class written reflections and responses to questions, scenarios, and exercises
Collaborate with the professional educational community	Fieldwork Assignment in NYC Public School settings
Demonstrate a commitment to social justice and equity issues in multicultural, multilingual, urban schools	Fieldwork Assignment in NYC Public School settings

Enact Deep and Broad Content Knowledge *by being able to:*

Course Objectives:	Assessment:
Demonstrate a broad and deep knowledge of academic content	Mainstream/ELL Infused Unit Plan sessions indicating alignment of activities with NYS/NYC learning standards Class discussion and in class written reflections and responses to questions, scenarios, and exercises
Access and build content knowledge	Class discussion and in class written reflections and responses to questions, scenarios, and exercises Fieldwork Assignment in NYC Public School settings Participation in On Line Discussion Boards
Examine the power and biases of knowledge and knowledge construction	Mainstream/ELL Infused Unit Plan sessions indicating alignment of activities with NYS/NYC learning standards Class discussion and in class written reflections and responses to questions, scenarios, and exercises
Evaluate emerging content knowledge using scholarly research based evidence	Mainstream/ELL Infused Unit Plan sessions indicating alignment of activities with NYS/NYC learning standards Class discussion and in class written reflections and responses to questions, scenarios, and exercises
Evaluate content knowledge for relevance to K-12 classroom	Mainstream/ELL Infused Unit Plan sessions indicating alignment of activities with NYS/NYC learning standards Class discussion and in class written reflections and responses to questions, scenarios, and exercises

Textbooks:

Literacy in the Middle Grades: Teaching Reading and Writing to Fourth Through Eighth Graders; Second Edition (2010) Author: Gail E. Tompkins

Reading Writing and Learning in ESL: A Resource Book for Teaching K-12 Learners: Fifth Edition (2009) Author: Suzanne F. Peregoy & Owen F. Boyle

Recommended:

Herrell, A.L. & Jordan, M.L. (2008) *Fifty Strategies for Teaching English Language Learners*, 3rd E. NY: Allyn & Bacon.

Field Work: This course requires 14 documented hours of fieldwork in any grade 3-6 content literacy-based setting. This setting should include bilingual or ELL literacy instruction and teaching. There are assignments attached to these field hours. You should begin to contact York College bilingual or ESL partner schools as soon as possible to arrange for a contract of hours. The signed and agreed upon contract is **due in class week 3 (In other words, you need to have your school and class identified by this time)**. Submit the original and be sure to keep a copy for your records.

It is **HIGHLY recommended that you begin your observation field hours after week 3** of the semester. This will allow you to have an appropriate amount of background knowledge to complete the assignments. Please plan your field experience to match the assignment due dates below!

Field hours should be spread out among weeks 4-12. You **MAY NOT** complete all 14 hours in a single week or two!!!! Candidates should not spend less than 90 minutes for any given observation time. In other words, do not schedule less than 90-minute blocks of time.

Please act courteously and professionally with your cooperating school and teacher. If you cannot go to the school for an agreed upon time, or you need to reschedule an observation time, you **MUST** contact the school and the teacher with as much anticipation time as possible.

Finally, be sure to dress and act professionally at all times! Remember that we are guests in the schools and that the teachers and administrators are our partners in providing you with state mandated teacher education field experiences.

Instructional Methods:

Instruction will be approached using the following methodology:

- Launch questions or case studies
- Lecture/Establishing framework using PowerPoint or other technological approaches to present course material
- Occasional videos pertaining to topics
- Small group discussion and review of theoretical constructs
- In-class analysis of theories under study
- Application through case studies, vignettes or hand on activities

Standards met by this course.

INTASC:

Standard 1: Subject Matter

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 3: Diverse Learners

The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 7: Planning Instruction

The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals

Standard 8: Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner

CLASS POLICIES

Class attendance and participation: You will be processing a large amount of new information, as well as analyzing, interpreting and critiquing what you learn. Active participation through discussions, group activities and sharing of experiences will be an integral part of the instructional approach in this class. Therefore, **attendance is critical for success in this course**. No more than two excused absences can be permitted and **chronic lateness will not be accepted**. Class participation also involves completing the readings before as well as after the class session and the timeliness in completing and submitting homework. Students are expected to arrive to class on time, as instruction will begin at the announced time. On time arrival will be considered a professional disposition and tardiness will negatively impact this.

Blackboard and York email accounts: All students are required to have a Blackboard account and a York email account. All assignments and ancillary class materials will be posted electronically. Candidates are required to check announcements and email on Blackboard **at least twice a week**. York College provides training sessions on Blackboard. It is the student's responsibility to attend those training sessions if he/she is not familiar with Blackboard. **All assignments will be submitted electronically through Black Board.**

Assignment Presentation: Unless indicated, all papers must be typed with 1 ½ space and standard margins. Pages of a paper must be stapled and the paper size must be 8 1/2" x 11". Each student is responsible for having an extra copy of his/her papers, in case of loss and as a request from the department. Plagiarized papers will result in extreme action. **Late papers will be lowered one grade. No paper will be accepted more than one week after the due date.**

Policy on grammar, spelling and writing style: Writing that demonstrates competencies in the conventions of standard written English should be the goal for every student. Remember to proofread and correct all papers for grammatical, spelling and typing errors. The college has tutors who are available to help you with your writing.

Responsibility in case of absence: If you miss a class, you are responsible for knowing what was conveyed during that class including written materials distributed. It is suggested that each student selects one "partner" and exchange phone numbers for the purpose of keeping up-to-date with the class or to receive handouts.

Ethical Conduct and Academic Integrity:

Students are expected to adhere to all CUNY and York College standards of ethical conduct and academic integrity and honesty.

- Successful teaching and learning depend on trust in the integrity of all involved. York's Academic Integrity Policy and Procedures, developed to conform to the CUNY policy on Academic Integrity, outline College protocol for (1) promoting academic integrity at the College; and (2) dealing with violations of academic integrity.

Included in Ethical Code and Academic Integrity is the reporting of Field hours. It is therefore explicitly stated that field hours **MUST** be independently completed for each course. There can be no double "dipping" of hours! **That means that field hours completed for this class may IN NO WAY be used or reported for any other class, NO EXCEPTIONS! Any forging of field**

documents or school time records will be dealt with as a breach of this code and will be disciplined with the severest of penalties.

It is also expressly stated that all individual assignments must be the original work of the author.
You may not use any other person's work or ideas.

Office Hours: You are welcome to come for advisement during posted office hours whenever you feel it is necessary. Feel free to email me to make an appointment outside of office hours or to ask for assignment clarification. It is your responsibility to ask for help if you need it.

COURSE ASSIGNMENTS AND GRADES:

Some written assignments will be peer edited in class. You will be required to bring draft copies for initial review by your group or partner. If you do not bring a draft of your assignment, points will be deducted from your final assignment grade. It is intended that the final copy submitted to Blackboard will be a revised and corrected assignment, ready for summative grading. Where possible and practical, grading rubrics will be posted to Blackboard.

1. Creation And Development Of A Mainstream/ELL SIOP Unit. There are 4 major sections of this assignment. Each section is 30 points (total 120 points):

This will be explained during the first two weeks of the semester. The unit plan will be developed with the field experience cooperating teacher's direction and approval.

Candidates will use the approved TE Unit plan format that consists of:

- A complete description of the contextual variables (Section I)
- A complete description of assessment procedures, (Section II)
- An overall two-week unit plan framework (Section III)
- One week of detailed lesson plans **(5 complete lesson plans)** (Section IV)

The unit and lessons will be developed using the York College Unit Plan Template and SIOP lesson plan criteria using ESL strategies and teaching methodology in a content curriculum subject area (math, science, social studies, etc.). The SIOP framework will be discussed in the pre-planning process.

2. Application of Unit Plan: Teaching from the Unit and Reflection. 50 points

Each candidate is expected to **teach a minimum of 2 lessons** from the unit plan during their field placement. You will submit the two lesson plans (part of the unit) along with a written reflection discussing the lesson and how it impacted students' learning, including the results on students' learning (post lesson assessment results).

3. Field Work Assignment: 50 points As part of your field hours, you will focus on the following issues related to developing literacy in the content areas. Observe how the teacher delivers literacy across the curriculum. **You must include information on ELLs and second language learners in general (F-ELLs, bilinguals, etc.)** You may also interview the teacher to find out what effective practices are used.

Respond to ALL of the following bulleted items:

- How does the teacher:
 - Build background knowledge in all students
 - Develop vocabulary for all students
 - Develop comprehension for all students

- Deliver comprehensible input
- Incorporate literacy across the content areas and in thematic units
- Develop/plan for/include new literacies (science & math, technology, wikis, blogs, smart boards, social networks, etc.) across the curriculum
- Assess content literacy objectives

You will write a 3-5 page paper describing how the above areas are developed in the classroom you are observing. Be sure to give specific and detailed descriptions of how the various aspects of content literacy are being developed.

4. Discussion Board Postings: 60 points. There will be discussion board questions to respond to based on three videos/web casts. Discussion board posting should be thoughtful and detailed. Students should be prepared to respond to other students' posting in a respectful and courteous manner.

- Reading to Learn: ELLs in Grades 4-6
 - <http://www.colorincolorado.org/webcasts/reading>
- Comprehension: Helping ELLs Grasp the Full Picture
 - <http://www.colorincolorado.org/webcasts/comprehension>
- Teaching Reading 3-5
 - <http://www.learner.org/resources/series204.html>
- English Language Learner Instruction in Middle and High School
 - <http://www.colorincolorado.org/webcasts/middle/>

5. Professionalism: 20 points

Candidate professionalism is required to get the most out of this course. Candidates are expected to demonstrate the attitudes and behaviors consistent with professional standards and expectations. There are several ways that professionalism will be evaluated:

- Candidates are expected to come to class prepared to participate in discussions and group activities. This includes having read the assigned text chapters and/or other materials provided, participating in class discussion and activities. From time to time you will be asked to respond in writing to questions based on the information from the required readings. These will be collected as evidence of your preparation for class.
- Candidates are expected to submit all assignments and all required paperwork on time! Assignments submitted late will have points deducted. Most late assignments will be reduced a letter grade. A late assignment cannot earn an "A". Assignments more than a week late will not be accepted for grading.
- Candidates are expected to come to class on time and remain in class for the allotted time. Excessive absences, late arrival or leaving early will impact this grade.

If you have any concerns about these requirements, speak to me immediately.

6. Final Exam. 50 points. Students will respond in writing to two prompts that focus on the course objectives and content covered (**30 points**)

Grade Allocation

Mainstream/ELL Infused SIOP Unit Plan (each section 30 points)	120 points
Application of Unit: Teaching and Reflection	50
Field Work Assignment	50
Discussion Boards	60
Professionalism	20
Final Written responses	50
Total	350 points

Grading Values %:

A+ 97.0-100	B+	87.0-89.9	C+	77.0-79.9	D+	67.0-69.9
A 93.0-96.9	B	83.0-86.9	C	73.0-76.9	D	60.0-66.9
A- 90.0-92.9	B-	80.0-82.9	C-	70.0-72.9	F	0.00 0-59

TENTATIVE CLASS SCHEDULE

While this tentative schedule is provided for student benefits, it is subject to change, as needed

Week 1: 8/28

Reading Required For This Class: Tompkins Chapter 1; Peregoy and Boyle Chapters 1, 2 (Background for L2 Acquisition)

Topic: Course Overview and Introductions

- Syllabus and required assignments
- Preparation for Field Experience
- Sections of the York Unit Plan
- Becoming an Effective Teacher of Literacy
- Reading to learn vs. learning to read
- Second Language Acquisition and Content Literacy for ELLS

Week 2: 9/4

Reading Required For This Class: Tompkins Chapter 12 (pgs. 327-334) Peregoy and Boyle: 122-137

Topic: Incorporating Literacy in the Content Areas

- Principles of Content area Literacy
- Reading Process Stages
- Using Text books and teaching about expository text
 - Expository text patterns
- Thematic instruction: Integrating Reading and Writing across the content areas

In class video: Annenberg: teaching Reading 3-5; Reading Across the Curriculum

http://www.learner.org/vod/vod_window.html?pid=2198

Week 3: 9/11

Reading Required For This Class: Tompkins Chapter 12 (pages 334-337);

Topic: Using The SIOP Lesson Plan Framework In A Content Area Literacy Unit Plan

- What is SIOP?
- What are the components of a SIOP lesson?
- How to prepare a SIOP lesson and unit plan
- Scaffolding ELLs using SIOP
- Using SIOP to adapt mainstream lesson plans
- Common Core-WIDA-State Standards

In Class Video: SIOP

Field Placement Verification due

****September 14th is the last day to withdraw without a "W"**

****There are no CUNY classes scheduled for September 18th and 25th.**

Week 4: 10/2

Reading Required For This Class: Tompkins Chapter 10 (pgs. 260-278) & Chapter 11; Peregoy & Boyle pgs.309-314

Topic: Teaching Content Literacy with Trade Books & Textbooks

- Literature Focus Units
- Literature Circles
- Basal Reading Programs
- Language Arts Textbooks
- Specialty Textbooks
- Strategies and literacy development in the middle grades: Native English speakers and ELLs

In class video: Annenberg Video: Starting Classroom Discussions

http://www.learner.org/vod/vod_window.html?pid=1973

Weeks 5: 10/9

Reading Required For This Class: Tompkins Chapter 2, 10 (pgs. 278-289); Peregoy & Boyle chapters 9 & 10

Topic: Examining Process Reading and Writing Workshops

- Multicultural Resource Materials With Second Language Learners
- Pre Reading, During and After Reading Activities
- Integrating ELL literacy issues into the mainstream classroom
- 6 Traits Writing

In class video: Reading and Writing Workshops

http://www.learner.org/vod/vod_window.html?pid=2189

Section I of unit plan due: CONTEXT**Week 6: 10/16**

Reading Required For This Class: Review New Literacies thought the Tompkins text

Topic: Incorporating New Literacies

- CRISS: Strategies to create a successful learning environment for all students, while supporting English language learners
- New Literacies for Middle Grade Readers/ Supporting Reading for Information
- Incorporating New Literacies into content instruction (internet, online portfolios, webquests, podcasts, comics, sequels, innovative forms, etc.)

In class video: Annenberg: Teaching Reading 3-5 New Literacies of the Internet

http://www.learner.org/vod/vod_window.html?pid=2190

Week 7: 10/23

Reading Required For This Class: Tompkins Chapters 3; Review Peregoy and Boyle Chapter 10

Topic: Assessing Literacy Learning for EO and ELL Students

- Traditional & Alternative Assessment
- Strategies for Assessment
- Assessing the ELL & L2 student
- Assessing materials and assessment strategies for mainstream and ELL students

In class videos:

Assessment of English Language Learners

<http://www.colorincolorado.org/webcasts/assessment/>

Annenberg: Teaching Reading 3-5: Assessment and Accountability

http://www.learner.org/vod/vod_window.html?pid=2195

Week 8: 10/30

Reading Required For This Class: Tompkins Chapter 6; Peregoy and Boyle Chapter 6

Topic: Vocabulary Development in Specific Content Areas

- Content Area Literacy: Overview for English speakers and English Language Learners
- Vocabulary development across the curriculum for EOs & ELLs
- Teaching and Extending Vocabulary
- Language Development and Content Vocabulary
- Developing Oral Language in ELLs to support content literacy

In class video: Academic Language and English Language Learners

<http://www.colorincolorado.org/webcasts/academiclanguage/>

Section II of Unit plan due: ASSESSMENT

Week 9: 11/6

Reading Required For This Class: Tompkins Chapter 7 & 8; Peregoy and Boyle Chapter 8 (pgs 315-325) & chapter 11

Topic: Reading Comprehension in the Content Areas I

- Reader & Text Factors
- Genres and Text Factors
- Literacy Strategies and Skills
- Checking and Extending Comprehension

In class video: Annenberg: Teaching Reading 3-5; Building Comprehension

http://www.learner.org/vod/vod_window.html?pid=2188

Week 10: 11/13

Reading Required For This Class: Tompkins Chapters 4; Review Peregoy and Boyle Chapter 7

Reading Comprehension in the Content Areas II - Diverse Learners and Content Literacy

- Identifying diverse or struggling learners and their literacy needs
- Addressing the needs of struggling readers
- Working with ELLs and F-ELLs
- Comprehension strategies for ELL literacy development
- Strategies and Interventions
 - Grouping for instruction
 - Tiered Activities
 - CRISS strategies

In Class videos:

- Annenberg: Teaching Reading 3-5; Teaching Diverse learners
http://www.learner.org/vod/vod_window.html?pid=2192
- Annenberg: Teaching Reading 3-5; Teaching ELLs
http://www.learner.org/vod/vod_window.html?pid=2191

Section III of Unit Plan due: UNIT OUTLINE

Week 11: 11/20 – Video and Discussion Board

Topic: Approaches and Strategies: ELL & Diverse Literacy Needs in the Content Areas

- Reading to Learn: ELLs in Grades 4-6
<http://www.colorincolorado.org/webcasts/reading>
- Comprehension: Helping ELLs Grasp the Full Picture
<http://www.colorincolorado.org/webcasts/comprehension>
- Teaching Reading 3-5
<http://www.learner.org/resources/series204.html>
- English Language Learner Instruction in Middle and High School
<http://www.colorincolorado.org/webcasts/middle/>

Field Assignment Due

Week 12: 11/27

Reading Required For This Class: Tompkins Chapter 5; Peregoy & Boyle 273-

Topic: Developing Reading and Writing Fluency

- Accuracy
- Speed
- Prosody
- Voice

In class /suggested video: Annenberg: Teaching Reading 3-5: Fluency and Word Study
http://www.learner.org/vod/vod_window.html?pid=2187

Discussion Board Postings and Responses Due

Week 13: 12/4

Topic: Presentations of Lesson Taught in Field Assignment

Section IV of the Unit Plan due: One week of lesson plans (5 lesson Plans)

Week 14: 12/11

Topic: Presentations of Lesson Taught in Field Assignment

Final Field Time Verification due

Week 15 Final Exam Week: