



15800 Calvary Rd  
Kansas City, MO 64147

# Syllabus

Course: ED348 D & ND Literacy in Content Areas  
Credit: 3 credit hours  
Semester: Spring, 2024 (Cycle 4) January 8 – March 1  
Time: 9:30-10:50 a.m. Tuesday and Thursday  
Instructor: Mrs. Jamie Franz  
Location: East Education, Room 129  
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## I. DESCRIPTION

This course provides a comprehensive study of the skills required for improving literacy skills of middle and secondary school students. The areas of content literacy, new literacies, instructional scaffolding, differentiated instruction, writing to learn, and student diversity are all considered. Students will learn to apply reading and writing concepts, theories, and techniques to content area material by developing lesson plans and materials. (Prerequisite: ED190 or permission from the Education Department program director; must be officially admitted to Teacher Education Program.)

*This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments, and interaction outside of the class period are done in the learning management system.*

## II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

## III. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Develop understanding of the **literacy skills** needed to learn content area subject matter from the biblical worldview.
  - a. MTS 1.4, 2.4, 3.3, 4.2, 6.3, 7.4; PLO-2, 4 & 5
  - b. Assignments: A2, B2
2. Identify the **literacy needs** of middle and secondary students in the content areas.
  - a. MTS 1.2, 2.1, 3.3, 4.2, 6.3, 7.4; PLO 2 & 4
  - b. Assignments: A1, A2, B2

*Our Mission: To prepare Christians to live and serve in the church and the world according to the biblical worldview.*

3. Integrate **literacy into content** area subject matter.
    - a. MTS 1.1, 2.3, 3.1, 4.1, 6.3, 7.3; PLO 2, 3, 4 & 5
    - b. Assignments: B1, B2, B3, B4
  4. Identify and understand the cultural, linguistic, and diverse **learning factors** that influence literacy and subject area learning.
    - a. MTS 1.5, 2.6, 3.3, 4.1, 6.2, 7.3; PLO 1, 2 & 4
    - b. Assignments: A2, B2, B4
- B. Specific competencies to be achieved. The student will:
1. **Create lessons** that integrate literacy instruction into content area curriculum.
    - a. MTS: 1.1, 2.4, 3.1, 3.3, 4.1, 5.2, 6.4, 7.3; PLO 1, 2, 3 & 4
    - b. Assignments: B4
  2. Identify **assessment tools** to measure reading and writing in the content area.
    - a. MTS: 1.1, 2.3, 3.1, 4.2, 7.3; PLO 2, 5 & 6
    - b. Assignments: B4
  3. Develop **learning strategies** (including word analysis skills, meaningful vocabulary, and concept instruction) to scaffold adolescents' literacy development in specific content areas.
    - a. MTS: 1.2, 2.2, 3.2, 4.3, 5.3, 6.4, 7.4; PLO 2, 5 & 6
    - b. Assignments: B3, B4
  4. Explain **theories of adolescent literacy** and the role of literacy in learning in content areas.
    - a. MTS: 1.4, 2.3, 3.3, 4.1, 6.4, 7.1; PLO 2 & 5
    - b. Assignments: A1, B2
  5. Identify **evidence-based tools** (including technology) that middle/high school students can use to successfully comprehend, interpret, evaluate, and appreciate content-related texts.
    - a. MTS: 1.3, 1.4, 2.4, 2.5, 3.3, 4.1, 6.4, 7.2; PLO 2, 5 & 6
    - b. Assignments: B3, B4

#### IV. MATERIALS

- A. *The Bible* (see note below in course policies).

*There are two required textbooks for this course:*

- B. Fisher, Douglas B. and N. Frey. *Improving Adolescent Literacy: Content Area Strategies at Work*, 5<sup>th</sup> edition, Pearson Publishing. ISBN: 0135180872 (\$70.00) May purchase used.
- C. Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*, 1<sup>st</sup> edition, Portsmouth, NH: Heinemann Publishing. ISBN: 978-0325074337 (\$30.00) May purchase used.

#### Additional Reading

Students will read additional material (handouts, journal articles, websites, etc.) that are assigned by the instructor during the course.

1. **Professional Standards**—International Reading Association (IRA)

A *Middle School* and *High School* Content Classroom Teacher is a professional responsible for teaching one of the content or academic areas (e.g., science, mathematics, social studies, or English) at either the middle or high school level. These teachers teach the content of the discipline and have responsibility for helping students engage in and learn not only the content, but also the reading and writing demands of the discipline. *Middle* and *High School* Content Classroom Teachers collaborate with reading specialists and other professionals to improve instruction and to modify the physical and social environments as needed.

<https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals>

**Additional Resources**

Websites

- <http://www.adlit.org>
- <http://www.readwritethink.org>

Professional Organizations

- International Reading Association (IRA) (organization for educators/researchers)  
[www.reading.org](http://www.reading.org)
- National Council of Teachers of English (NCTE): [www.ncte.org](http://www.ncte.org)
- National Science Teachers Association (NSTA): [www.nsta.org](http://www.nsta.org)
- National Council of Teachers of Mathematics (NCTM): [www.nctm.org](http://www.nctm.org)
- National Council for the Social Studies (NCSS): [www.socialstudies.org](http://www.socialstudies.org)

V. **REQUIREMENTS**

**A. Weekly Assignments**

1. **Reading**

Read the assigned textbook according to the reading schedule provided in the Tentative Class Schedule. Reading the text thoroughly will provide a context for class discussion and activities. Read Chapter 1 before our second class. Reading reports will need to be completed for each chapter using Graphic organizers and submitted in CANVAS.

2. **Discussion Posts**

An article or discussion question will be posted each week through CANVAS. Students are expected to respond with a 250-300 word post by midnight on Monday and respond to the reflections of two of their peers each week by midnight on Wednesday.

**B. Assignments & Projects**

1. **Graphic Novel Analysis**

Read a young adult (YA) graphic novel (fiction or non-fiction).

Present a 3-5 minute “*book talk*” to the class. The “*book talk*” should include:

- a. a brief summary of the graphic novel
- b. evaluation: quality of the content, illustrations, etc.
- c. rationale for use: why you selected this graphic novel
- d. ideas for integrating the novel into the secondary content curriculum
- e. Some sort of visual element (Power Point, Prezi, Padlet, etc.)

Further directions and a rubric can be found in Canvas.

## 2. **Literacy Position Statement**

Students will construct a 1,500-word philosophy of literacy in content from the biblical worldview. This will strengthen your abilities as a future educator and include strategies and beliefs that you will use in your future classroom. A position statement articulating your understanding of adolescent literacy and how it connects to your content area will synthesize theory, research, and best practice from the course readings, activities, and assignments into a cohesive, coherent philosophy. The final product will be a well-organized presentation of key points with support from theory and research. This paper must follow APA 7<sup>th</sup> edition guidelines for cover page, headings, and body of paper.

Use the following framework to write the **four sections** of the position statement.

### *Section 1. The Status of Adolescent Literacy*

. Using multiple, relevant sources from the course, review and synthesize data, theories, and policy on the current situation in adolescent literacy. Include at least 3 academic citations from different sources.

### *Section 2. The Importance of Being Literate in \_\_\_\_\_* (insert content area):

- . The statement should identify the specific skills, knowledge, and dispositions required for literacy in this content area.
- . Discuss connections between disciplinary literacy skills and the real life literacy experiences of adolescents.
- . Include the effect (positive? negative? both?) of technology on your content area.

### *Section 3. Literacy and \_\_\_\_\_* (insert content area):

- . Identify the specific literacy challenges of your content area.
- . Articulate **why** students struggle with these elements of literacy (reading, writing, speaking, and listening) in the content area.
- . Address the relationship between students' literacy experiences and the challenge of content reading (linguistic, conceptual, vocabulary, etc.).

### *Section 4. Literacy and \_\_\_\_\_* (insert content area) from the biblical worldview:

- . Identify how literacy and the biblical worldview impact and relate to your content area.
- . Include strategies to integrate the biblical worldview into your content area.

## 3. **Reading and Literacy Pinterest Collection**

Students will collect ideas and organize in folders through Pinterest

**Include 40 ideas that you could be used in your future classroom:**

Select a variety of ideas from the following categories—bulletin boards, graphic organizers, vocabulary supports, comprehension strategies, journal writing activities, technology apps, and other literacy ideas for your content area.

**Must have at least 5 ideas from each of the categories listed above with a total project count of 40 ideas.**

#### 4. **Thematic Unit Plan with Literacy Content Connections**

The student will compile a Thematic Unit Plan (10 instructional days lessons related to a topic in your middle school or secondary content area) to be used in a future classroom. The purpose of this assignment is for students to demonstrate what they have learned about how to select, develop, and implement appropriate instructional strategies for content area learning.

For the **Unit Plan** include:

- State Standards
- Scope and Sequence
- Biblical Integration for the Unit
- Literature connections for the unit
- Writing assessments for the unit
- Two Graphic organizers based on content area
- Student presentation ideas that support literacy in the content area

Six mini-lessons will be included from the Reading Strategies book

For each **Mini-lesson** include:

- Inquiry strategies
- Objectives, Materials
- Technology: apps, Web Quests, etc.
- Higher level questioning (Bloom's Taxonomy)
- Integration (reading, writing, phys. ed., health, music, art, etc.)
- Differentiation: ELL, striving students, as well as extension/enrichment activities for gifted students who "get it"

**Students will select one of the mini-lessons from this unit plan to present in class as a teaching demonstration that also gives an overview of the unit.**

## VI. METHODS

### A. Teaching

1. Lectures
2. Small and large group discussion
3. Research and reading
4. Projects
5. Writing

### B. Grading

1. Weight given to assignments:

Unit Plan	300 points
Mini-Lessons (6 lessons x 25 points each)	150 points
Teaching Demonstration	100 points
Literacy Position Statement	200 points
Pinterest Project	80 points
Graphic Novel Study	100 points
Reading Reports (8 weeks x 20 points)	160 points
Discussion posts (8 weeks x 20 points each)	160 points
Attendance and Participation points	<u>250 points</u>
Total points for class	1,500 points

**2. Late Assignments**

Late assignments will be adjusted at the discretion of the instructor.

**3. Letter/Numerical Grade Scale**

The grading scale listed in the current University Catalog will be used for this course.

**VII. COURSE POLICIES**

*Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.*

**A. Grade Requirements**

Education majors must maintain a high GPA standard to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

**B. The Bible as Required Textbook**

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrase and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

**C. Academic Honesty**

*Plagiarism is defined as copying any content without identifying the source. This also includes taking another person’s or AI entity’s ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated.*

**D. Academic Activity & Participation**

Learning takes place best when the student is personally involved in the process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

**E. Technology**

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments***

*during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.*

**F. Accommodations Statement**

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any condition that may require support.

**G. Style Guide**

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

**H. The Clark Academic Center**

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

*About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

**VIII. TENTATIVE SCHEDULE**

Week	Dates	Class Topics	Assignments
1		Read, Write, Think & Learn Chapter 1	Assign: Weekly Readings Schedule & Overview of Syllabus & Projects
2		Set the Stage & Build Vocabulary Chapters 2 & 3	
3		<i>Conference for Global Engagement</i> Reading Comprehension & Shared Reading Experiences Chapter 4	Due: Graphic Novel Analysis
4		Asking Questions & Collaborative Conversations Chapter 5 & 6	
5		Graphic Organizers & Visual Literacy Chapters 7	Due: Pinterest Resource

6		Taking Notes & Writing to Learn Chapters 8 & 9	Due: Literacy Philosophy Paper
7		Formative & Summative Assessment Chapter 10	
8		Wrap-Up & Lesson Presentations	Due: Unit Plan & Lesson Presentation