Course Syllabus

Content Area Reading & Writing
TeachEd 322 / MS ED 422

Northwestern University, Winter Quarter, 2017
School of Education and Social Policy

Thursdays 6-9pm
Room: Annenberg 345

INSTRUCTOR

John O'Connor (http://www.sesp.northwestern.edu/profile/?p=22206)

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COURSE DESCRIPTION

This course is designed to help middle school and high school teachers develop an understanding of specific strategies that readers must use to achieve deep comprehension of content material. We will explore cognitive foundations of reading comprehension and their influence on methods of instruction and assessment, as well as the interrelationships among reading processes and language learning. Theory and practice relationships will be explored as students experience and learn about: text structure, use of background knowledge, comprehension connections, inferences, strategies for active engagement, socio-cultural influences on reading, reading/writing relationships, text sets, and assessment of content reading. As a methods course, we will also discuss the elements of good teaching, the theory and history of teaching, curriculum design, instructional methods, and the developmental needs of adolescents, specifically how these interact with literacy.

We will approach this class from a variety of perspectives. As with all teaching, we must always understand the needs of the students in our classes. Therefore, some time will be spent discussing the needs of the learner, motivation, and obstacles to learning. Your previous and current experience working with students will be invaluable in this area. We will also understand reading from our own personal perspective as both a teacher and as a reader. We will spend some time analyzing our own reading ability and strategies. We will also try to understand how our personal assumptions about reading and learning can affect our decisions as instructors. The bulk of our work will be spent developing a “toolbox” for teaching literacy. Each week you will read about a variety of instructional strategies and have the opportunity to field-test these “tools.” At the end of the course, you should have a toolbox full of reading strategies and the knowledge of how and why we can use them to help students become better readers.

COURSE GOALS

1. To become aware of recent research and best practices regarding literacy and the teaching of reading.
2. To link theories about reading and literacy to classroom curriculum and instruction.
3. To explore the contextualized nature of proficient reading in multiple contexts.
4. To embrace a broad-based understanding of reading and literacy that includes literacy in and out of the classroom.
5. To engage in reflective practice in relation to key instructional strategies and reading skills which occur before reading, during reading, and after reading.
6. To recognize reading in a broader context of learning, thinking, and understanding.
NORTHWESTERN TEACHER EDUCATION CONCEPTUAL FRAMEWORK

As active participants in the field of education, our candidates will strive for improvement and innovation, based on inquiry that is grounded in reflection and research. The candidates will have:

1. Vision of Learning
   - 1.1 Understanding student thinking about the subject matter
   - 1.2 Reflection and research as a means of learning
   - 1.3 Learning as a social practice
   - 1.4 Authentic experience
   - 1.5 Use of technology to extend student thinking

2. Vision of Learners
   - 2.1 Learning and development taking place in social contexts across the life span
   - 2.2 Diversity as a resource

3. Vision of Teaching
   - 3.1 Connecting theory to practice
   - 3.2 Professional conduct that is responsible and ethical

ILLINOIS PROFESSIONAL TEACHING STANDARDS (IPTS), 2013

1. Teaching Diverse Students - The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

2. Content Area and Pedagogical Knowledge - The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

3. Planning for Differentiated Instruction - The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

4. Learning Environment - The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

5. Instructional Delivery - The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.
6. Reading, Writing, and Oral Communication - The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

7. Assessment - The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data and curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

8. Collaborative Relationships - The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

9. Professionalism, Leadership, and Advocacy - The competent teacher is an ethical and reflective practitioner who exhibits professionalism, provides leadership in the learning community, and advocates for students, parents, or guardians, and the profession.

READINGS

Required texts:


Supplemental texts:


Additional weekly readings may be provided via Canvas.

COURSE SCHEDULE

See course home page for schedule with dates.

Session 1: What is literacy

Session 2: Who is responsible for literacy?
Session 3: How should we measure readers? Reading?

Session 4: How can we differentiate instruction?

Session 5: How can we teach by inquiry?

Session 6: How can we make thinking visible? What should classroom discourse look like?

Session 7: How can we assess and extend learning?

Session 8: How does technology affect literacy goals?

Session 9: How do we know what students know? What do other disciplines know?

Session 10: Where will we go from here?

CLASS REQUIREMENTS & ASSIGNMENTS

- Class Participation
- Assignment 1: Literacy Images
- Assignment 2: Think-Aloud Analysis
- Assignment 3: Textbook Readability Analysis
- Assignment 4: Trade Book Summary and Rationale
- Assignment 5: Literacy Article Summary
- Assignment 6: Content Area Readability Analysis and Reading Plan
- Assignment 7: Literacy Reflection

POLICIES

- Academic Integrity: Students in this course are expected to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic Guide". All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be electronically tested for plagiarized content. For details regarding academic integrity at Northwestern, visit: http://www.northwestern.edu/uacc.
- Accommodations for Students with Disabilities: Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (accessibleenu@northwestern.edu; 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.

Course Summary:

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Thu Jan 12, 2017</td>
<td><a href="https://canvas.northwestern.edu/courses/51339/assignments/301719">Assignment 1: Three Images of Literacy</a> due by 6pm</td>
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<td>Thu Jan 19, 2017</td>
<td><a href="https://canvas.northwestern.edu/courses/51339/assignments/301720">Assignment 2: Think-Aloud Analysis</a> due by 6pm</td>
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<td>Thu Jan 26, 2017</td>
<td><a href="https://canvas.northwestern.edu/courses/51339/assignments/301721">Assignment 3: Textbook Readability Analysis</a> due by 6pm</td>
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| Thu Feb 16, 2017 | 📝 Assignment 4: Trade Book Summary and Rationale  
(https://canvas.northwestern.edu/courses/51339/assignments/301722)  
due by 6pm     |
| Thu Feb 23, 2017 | 📝 Assignment 5: Literacy Article Summary  
(https://canvas.northwestern.edu/courses/51339/assignments/301723)  
due by 6pm     |
| Thu Mar 2, 2017  | 📝 Assignment 6: Content Area Readability Analysis and Reading Plan  
(https://canvas.northwestern.edu/courses/51339/assignments/301724)  
due by 6pm     |
| Thu Mar 9, 2017  | 📝 Assignment 7: Literacy Reflection  
(https://canvas.northwestern.edu/courses/51339/assignments/301725)  
due by 6pm     |
|                  | 📝 Class Participation  
(https://canvas.northwestern.edu/courses/51339/assignments/301726) |