

[Jump to Today](#)

[Edit](#)

**Content Area Reading & Writing  
MS ED 322/422**

**Northwestern University, Summer Quarter, 2021  
School of Education and Social Policy**

**Mondays & Wednesdays, 12:30-3 pm  
(ONLINE)  
6/21/21 - 7/28/21**

*click to jump to:*

[INSTRUCTOR](#)

[COURSE DESCRIPTION](#)

[COURSE GOALS](#)

[NU CONCEPTUAL FRAMEWORK](#)

[IPTS](#)

[READINGS](#)

[COURSE SCHEDULE](#)

[REQUIREMENTS/ASSIGNMENTS](#)

[GRADES](#)

[POLICIES](#)

---

## **INSTRUCTOR**

**[John O'Connor](#)**[Links to an external site.](#)

**Email:** [oonnojo@nth.snet.edu](mailto:oonnojo@nth.snet.edu); [john.oconnor@northwestern.edu](mailto:john.oconnor@northwestern.edu)

## **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:

## **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:

- Lewis, John. (2014). *March: Book One*. Top Shelf Books. ISBN: 1603093001. ([Amazon \(Links to an external site.\)](#))
- Hillocks, G. (2011). *Teaching Argument Writing: Grades 6 – 12*. NY: Teachers College Press. ISBN: 978-0-325-01396-1. ([Amazon \(Links to an external site.\)](#))
- Wilhelm, Jeffrey. (2007). *Engaging Readers and Writers with Inquiry*. NY: Scholastic. ISBN: 978-0-439-57413-6. ([Amazon \(Links to an external site.\)](#))

### Supplemental texts:

- Smagorinsky, Peter. (2014). *Teaching Dilemmas and Solutions in Content-Area Literacy, Grades 6-12*. Thousand Oaks, CA: Corwin Press. ISBN: 9781452229935. ([Corwin \(Links to an external site.\)](#)) / ([Amazon \(Links to an external site.\)](#))
- Vacca, R. and Vacca, J. (2014). *Content area reading: Literacy and learning across the curriculum* (11th ed.). Boston, MA: Allyn & Bacon. ISBN: 0133066789. ([Amazon \(Links to an external site.\)](#)) / ([Pearson \(Links to an external site.\)](#))
- Wilhelm, Jeffrey. (2001). *Improving Comprehension with Think Aloud Strategies*. NY: Scholastic. ISBN: 0439218694. ([Amazon \(Links to an external site.\)](#))
- Wineburg, S., Martin, D., Monte-Sano, C. (2013). *Reading Like A Historian*. NY: Teachers College Press. ISBN: 978-8077-5403-0. ([Amazon \(Links to an external site.\)](#))

Additional weekly readings may be provided via Canvas.

## COURSE SCHEDULE

[See course home page.](#)

## 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](#)

## GRADES

## 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](#)[Links to an external site.](#)" 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/Links to an external site.>
- **Accommodations for Students with Disabilities:** Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU ([accessiblenu@northwestern.edu](mailto:accessiblenu@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:

Date	Details	Due
Mon Jun 21, 2021	Calendar Event <a href="#">2021SU_MS_ED_422-0_SEC26_AND_TEACH_ED_322-0_SEC20</a>	12pm to 3pm
Wed Jun 23, 2021	Calendar Event <a href="#">2021SU_MS_ED_422-0_SEC26_AND_TEACH_ED_322-0_SEC20</a> Assignment <a href="#">Assignment 1: Three Images of Literacy</a>	12pm to 3pm due by 3pm
Mon Jun 28, 2021	Calendar Event <a href="#">2021SU_MS_ED_422-0_SEC26_AND_TEACH_ED_322-0_SEC20</a> Assignment <a href="#">Assignment 2: Think-Aloud Analysis</a>	12pm to 3pm due by 3pm

<b>Date</b>	<b>Details</b>	<b>Due</b>
Wed Jun 30, 2021	Calendar Event <a href="#">2021SU_MS_ED_422-0_SEC26_AND_TEACH_ED_322-0_SEC20</a>	12pm to 3pm
Mon Jul 5, 2021	Calendar Event <a href="#">2021SU_MS_ED_422-0_SEC26_AND_TEACH_ED_322-0_SEC20</a>	12pm to 3pm
	Assignment <a href="#">Assignment 3: Textbook Readability Analysis</a>	due by 3pm
Wed Jul 7, 2021	Calendar Event <a href="#">2021SU_MS_ED_422-0_SEC26_AND_TEACH_ED_322-0_SEC20</a>	12pm to 3pm
Mon Jul 12, 2021	Calendar Event <a href="#">2021SU_MS_ED_422-0_SEC26_AND_TEACH_ED_322-0_SEC20</a>	12pm to 3pm
	Assignment <a href="#">Assignment 4: Independent Text Summary and Rationale</a>	due by 3pm
Wed Jul 14, 2021	Calendar Event <a href="#">2021SU_MS_ED_422-0_SEC26_AND_TEACH_ED_322-0_SEC20</a>	12pm to 3pm
	Assignment <a href="#">Assignment 4: Lost in Translation: Technical Writing</a>	due by 3pm
	Assignment <a href="#">Assignment 5: Literacy Article Summary</a>	due by 3pm
Mon Jul 19, 2021	Calendar Event <a href="#">2021SU_MS_ED_422-0_SEC26_AND_TEACH_ED_322-0_SEC20</a>	12pm to 3pm
Wed Jul 21, 2021	Calendar Event <a href="#">2021SU_MS_ED_422-0_SEC26_AND_TEACH_ED_322-0_SEC20</a>	12pm to 3pm
	Assignment <a href="#">Assignment 6: Content Area Reading and Writing Plan: BDA Strategies</a>	due by 3pm

Date	Details	Due
Mon Jul 26, 2021	Calendar Event <a href="#">2021SU_MS_ED_422-0_SEC26_AND_TEACH_ED_322-0_SEC20</a>	12pm to 3pm
Wed Jul 28, 2021	Calendar Event <a href="#">2021SU_MS_ED_422-0_SEC26_AND_TEACH_ED_322-0_SEC20</a>	12pm to 3pm
	Assignment <a href="#">Assignment 7: Literacy Reflection</a>	due by 3pm
	Assignment <a href="#">Class Participation</a>	

Prev monthNext monthJune 2021						
Calendar						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30 May 202130Previous month	31 May 202131Previous month	1 June 20211	2 June 20212	3 June 20213	4 June 20214	5 June 20215
6 June 20216	7 June 20217	8 June 20218	9 June 20219	10 June 202110	11 June 202111	12 June 202112
13 June 202113	14 June 202114	15 June 202115	16 June 202116	17 June 202117	18 June 202118	19 June 202119
20 June 202120	21 June 202121Click to view event details	22 June 202122	23 June 202123Click to view event details	24 June 202124Today	25 June 202125	26 June 202126
27 June 202127	28 June 202128Click to view event details	29 June 202129	30 June 202130Click to view event details	1 July 20211Next month	2 July 20212Next month	3 July 20213Next month
4 July 20214Next month	5 July 20215Next monthClick to view event details	6 July 20216Next month	7 July 20217Next monthClick to view event details	8 July 20218Next month	9 July 20219Next month	10 July 202110Next month

**Course assignments are not weighted.**