

Fall 2015

EDCI 6430

John G. Barnitz
University of New Orleans

Follow this and additional works at: <https://scholarworks.uno.edu/syllabi>

This is an older syllabus and should not be used as a substitute for the syllabus for a current semester course.

Recommended Citation

Barnitz, John G., "EDCI 6430" (2015). *University of New Orleans Syllabi*. Paper 243.
<https://scholarworks.uno.edu/syllabi/243>

This Syllabus is brought to you for free and open access by ScholarWorks@UNO. It has been accepted for inclusion in University of New Orleans Syllabi by an authorized administrator of ScholarWorks@UNO. For more information, please contact scholarworks@uno.edu.

INFORMATION LITERACY INSTRUCTION FOR CONTENT LEARNING

Class Time and Room: 5 p.m. – 7:45 p.m., Tuesdays, ED 203

Instructor: Dr. John G. Barnitz

Department of Curriculum and Instruction, ED 342

Office Hours: 4 – 5 p.m.

Phone: 280-6607

e-mail: jbarnitz@uno.edu

Catalog Description:

Prerequisite: EDCI 4400G (or above). An examination of literacy instruction for children in grades PK-8 departmentalized classroom settings with applications in field settings. Topics include principles of development in upper elementary grades, reading and writing in content areas, assessment of literacy development, materials and methods appropriate for literacy instruction in the middle grades, and planning and organizing for instruction in PK-8 classrooms. Field experiences are a required component of this course.

College of Education and Human Development Mission:

The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. The unit's purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs/service through a program of study grounded in the interaction of theory, practice, and research.

Conceptual Framework:

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their

personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competences of teacher candidates viewed through the lens of the theory-practice-research interaction model. (See additional documents for elaboration.)

As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.

Learning Outcomes and Objectives

The objectives below are alignment to professional standards:

Unit: College of Education and Human Development
University of New Orleans

State of Louisiana: Louisiana Components of Effective Teaching; and
Common Core State Standards.

National: Association for Childhood Education International (ACEI)
National Association for the Education of Young Children (NAEYC).

Objectives:

Students will:

1. Become familiar with the cognitive, linguistic, social, and cultural foundations of literacy development of elementary school children. (U: 4; S: IIIB; ACEI: 1, 2.1, 3.5; NAEYC: 1,2)
2. Observe and assess literacy performance and literacy artifacts produced by young children. (U: 4; S: IIID; ACEI: 2.1, 3.3, 4, 5.2; NAEYC: 3)
3. Use developmentally appropriate instructional strategies that facilitate children's reading and writing abilities and skills.
(U: 1, 2, 3, 6; S: IA, IIA, IIIA, IIIC; ACEI: 1, 2.1, 3.1, 3.4, 3.5; NAEYC: 4a, 4b, 4c, 4d)

4. Adapt instruction for children of various populations and special needs at various age levels.
(U: 1,6; S: IA, IIA, IIIA; ACEI: 1, 2.1, 3.1, 3.2, 3.4; NAEYC: 4a, 4b, 4c, 4d.)
5. Design curriculum and instruction for learners' development of various components of literacy and integrated language arts across various content area subjects.
(U: 1, 4, 6; S: IA, IIA, IIIA, IIIB; ACEI: 1, 2.1, 3.1, 3.4, 3.5; NAEYC: 4a, 4b, 4c, 4d)
6. Integrate skills instruction, as developmentally appropriate, with the various language arts in a balanced literacy approach.
(U: 1, 4, 6; S: IA, IIA, IIIA, IIB, IIIC; ACEI: 1, 2.1, 3.1, 3.3, 3.4; NAEYC: 4a, 4b, 4c, 4d)
7. Make developmentally appropriate decisions based on empirical research concerning literacy instruction.
(U: 1, 4, 6; S: IA, IIA; ACEI: 1, 2.1, 3.1, 3.3; NAEYC: 4a, 4b, 4c, 4d)
8. Become familiar with government initiatives in the field, such as the National Reading Panel and No Child Left Behind.
(U: 4; S: IVA, IVB; ACEI: 2.1, 3.3, 5.1; NAEYC: 5)
9. Become aware of professional organizations supporting literacy and how to access professional resources from them.
(U: 4; S: IVA, IVB; ACEI: 2.1, 3.3, 5.1; NAEYC: 5)
10. Meet additional needs of children through additional professional development of their teachers and other literacy providers. (U: 4; S: IVA, IVB; ACEI: 2.1, 3.3, 5.1; NAEYC: 5)

In the context of the above objectives, candidates will demonstrate performance related to the following practices:

1. Demonstrate familiarity with a variety of strategies for the development of inquiry, vocabulary, comprehension, studying, and the development of critical literacy.
(Unit: 4; State: IA, IIIABCD; ACEI 1, 2, 3 4, 5; NAEYC: 1b, 1c, 3b, 3c, 4b, 4d, 5c, 5d)

2. Plan and implement writing workshops; from prewriting activities through publication. (Unit: 1,2; State IA, IIIA, IIIB, IIIC; ACEI: 2.1, 2.2, 2.4, 2.5, 2.8, 3.1, 3.3, 3.4, 3.5, 5.2; NAEYC: 4c, 5c, 5d.)
3. Plan and implement reading workshops, paired reading strategies with elementary children using nonfiction literature and arts/media integration. (Unit: 1; State: IA, IIIA, IIIB, IIIC, IIID; ACEI 1, 2.1, 2.2, 2.4, 2.5, 2.8, 3.1, 3.3, 3.4, 3.5, 5.2; NAEYC: 1b, 1c, 3b, 3c, 4c, 4d)
4. Develop and implement multi-genre' units that foster content knowledge interrelated with literacy instruction using close reading of texts with various characteristics of text complexity. (Unit: I; State IA, IIIB, IIIC; ACEI 1, 2.1, 2.2, 2.4, 2.8, 3.3, 3.4, 3.5, 5.2)

Required Texts:

Altieri, J. L. Content Counts!: Developing Disciplinary Literacy Skills, K–6. International Reading Association, 2011.

Fisher, D., Frey, N., and D. Lapp. Text Complexity: Raising Rigor in Reading. International Reading Association, 2012.

O'Callaghan, C. M. et al. Using Children's Literature Across the Curriculum: A Handbook of Instructional Strategies. Pearson, 2011

Recommended Texts:

Goldberg, M. Arts Integration: Teaching Subject Matter through the Arts in Multicultural Settings. 4th edition, Pearson, 2011

Moore, P. Cunningham, et al. Developing Readers and Writers in Content Areas, 6th edition. Pearson, 2012.

Course Requirements and Grading:

Active Participation, Professionalism, and Attendance: 10%
Individual and/or Group Presentations on Empirically-Based
Literacy Practices Related to Texts Above (25%)
Multiple Analyses of Text Complexity for Comprehension (25%)
Reflection and Analysis of Field Experiences with Artifacts 40%
(Hard Copies; Live Text Posting of 15 Field Hours, TBA)

Field Experiences:

This course requires field experiences with groups of young children in classroom settings (15 hours). Design at least five developmentally appropriate literacy and language activities involving various components of reading acquisition (phonemic awareness, phonics, comprehension, vocabulary, fluency, writing) and integration of genres and content fields. Maintain a journal of your field experiences and any artifacts: oral and written language samples, lesson plans, observations, units, etc. You will be required to produce a reflection report based on your field experience artifacts and work samples. Field experiences included in this course support candidates to meet unit, state and national standards. Candidates are required to enter both the location and number of field experience hours completed to meet the requirements of this course into Live Text. This requirement must be completed to earn any credit aligned with field experiences. (More clarification is forthcoming.)

Live Text:

All candidates in initial certification and advanced degree teacher education/educational leadership programs in the College of Education and Human Development are required to develop an e-portfolio using *Live Text*. An electronic portfolio in Live Text that aligns authentic evidence with unit, state, and national standards is required for progression through and completion of the program of study. Candidates will also be required to document completion of a required number of field experience hours at various points in the program of study. The only documentation that will satisfy this requirement will be the date in the *Live Text* portfolio. All candidates in school career programs must register for *Live Text*.

University Requirements:

Students in all programs should become aware of policies of the University of New Orleans. These are accessible through the UNO website: www.uno.edu. You may also obtain copies of the UNO Student Handbook, either on line or in print. Some relevant policies include, but are not limited to:

Attendance Policy:

This course will consist of face-to-face class meetings as well as re-allocated independent study and discussion board entries on-line, as appropriate. Evidence of attendance will be sign-in sheets for class meetings and postings on Moodle or email attachments, for field experiences re-allocation. Regular attendance is incorporated within the grading structure as listed on the syllabus. From time to time, students do need to miss selected classes for serious professional or personal reasons to be taken into consideration. It is the instructor's discretion to allow for alternate arrangements for independent accommodations. .

Policies on Student Conduct, Academic Integrity, Disabilities, and On-Line Authentication:

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information:
<http://www.studentaffairs.uno.edu>.

It is the University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go too
<http://www.ods.uno.edu>.

To ensure academic integrity all students enrolled in distance learning courses at the University of New Orleans may be required to participate in additional student identification procedures. At the discretion of the faculty member teaching the course, these measures may include on-campus proctored examinations, off-site or online proctored examinations, or other reasonable measures to ensure student identity. Authentication measures for this course are the responsibility of the student. The University of New Orleans partners with Proctor U, a live, online proctoring service that allows students to complete exams from any location using a computer, webcam, and reliable internet connection.

EDCI 6430 FALL COURSE CALENDAR

(Subject to revision as course continues and as field experiences are implemented in a to-be-determined school site)

August 25

Welcome, Course Orientation
Preview of Course Texts and Themes

Browse: All required texts

September 1

Review of Comprehension, Composition, and Learning
Multiple Language Arts and Multiple Genres in Content Learning
Content and Literacy Interrelationships

Read: Altieri, 1 and 2

September 8

Text Complexities and Close Reading of Challenging Content Texts
Matching Readers with Text Material

Read: Fisher et al.

September 15

Panel Presentations and Discussions of Text Complexities and Close
Reading for Learning Content

Complete: Fisher et al.

September 22

Exploring Activities for Fostering Disciplinary Literacy Skills in Math, Science, Social Studies, and Other Subjects

Read: Altieri, Part II
O'Callaghan, selected sections of chapters.

September 29

Panel Presentations on Altieri and O'Callaghan

Reading and Writing Workshop Approaches

October 6

Midterm Week
Paper Due on Text Complexity Analyses
Reading/Writing Workshop

October 13

Field Experience Time Reallocation Day (on-line)

Read: O'Callaghan

October 20

Vocabulary, Comprehension, and Writing in Disciplinary Studies

Read: Moore and Cunningham 5, 6, 7, 8

October 27

Field Experience Time Reallocation Day (on-line)

November 3

Panel Presentation on Moore and Cunningham

November 10

Multiliteracies, Arts Integration, Digital Learning

Read: Moore and Cunningham, 9
Goldberg, Selected Chapters

November 17

Diverse Learners and the Creative Arts

Panel Presentation on Goldberg

November 24

Thanksgiving Week

Exploring Thematic Learning for Thanksgiving

Field Experience Time Reallocation

December 1

Final Class Day
Review of Content and Literacy Interrelationships
Future Trends

December 8

Final Field Experience Project/Paper Due