Course Number and Section: EDCI 657.41E  
Course Title: Content Area Literacy  
Semester: Spring 2013

Instructor: Wayne M. Linek, Ph.D.  
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*To meet face to face with the instructor during office hours, schedule an appointment via email as times fill quickly.

Course Information

Materials—Textbooks, Readings, and Supplementary Readings:

Textbooks Required (Purchase Online):
One current content area reading textbook (2004-2012) that will be provided by the instructor.

Required Online Readings provided by the instructor:

Required Case Study Readings Online:
TDSI Tools— http://www.tolerance.org/tdsi/tools  
Understanding the Influence of Race is a tool allows educators to assess and reflect on their beliefs relating to race.  
The Common Beliefs Survey identifies beliefs about instruction and learning that may have consequences for students of diverse races and ethnicities.  
Primer on Culturally Relevant Pedagogy is an introduction to teaching that facilitates student learning by building upon race and ethnicity-related values, dispositions and experiences.  
The School Survey identifies conditions in schools that support effective teaching and learning of racially and ethnically diverse students.
TDSI Online Case Study—Engaging English Language Learners: A First-Grade Teacher Searches for a Way to Group Her Students for Reading Instruction http://www.tolerance.org/tdsi/grouping_premise
TDSI Online Case Study—Engaging English Language Learners: A ninth-grade science teacher struggles to engage his English Language Learners http://www.tolerance.org/tdsi/ell_engage_premise
TDSI Online Case Study—Engaging English Language Learners: A 10th-Grade Teacher Tackles a Classic http://www.tolerance.org/tdsi/culturally_relevant_premise

Required Readings provided by peers:
Other current and seminal research articles on topics related to English Language Learner teaching/learning in the content areas, metacognition, and disciplinary learning provided by students in the class.

Suggested English Language Learners Readings for Dialogue Journal Individual Projects:


Optional Reading for Strategy Resources:
Frank, C. B., Grossi, J. M., & Stanfield, D. J. (2006). *Applications of reading strategies within the classroom*
Johns, J. L., & Berglund, R. L. (2002). *Strategies for content area learning*
Lubliner, S. (2005). *Getting into words: Vocabulary instruction that strengthens comprehension*
McKenna, M. C. (2002). *Help for struggling readers: Strategies for grades 3-8*
Sturtevant, E. G., & Linek, W. M. (2004). *Content Literacy: An Inquiry-Based Case Approach*
Sadler, C. R. (2001). *Comprehension strategies for middle grade learners*
Stephens, E. C., & Brown, J. E. *A handbook of content literacy strategies*

Course Description: Examination of research on learning in the content curriculum areas of science, math, social studies, and music; emphasis on strategies content area teachers may use to foster content area learning.

Student Learning Outcomes:
1. Students will comprehend, analyze, and critique assigned readings related to metacognition, content literacy, and disciplinary learning. Further, students will engage in: writing to learn activities, dialogue with colleagues, problem solving, and collaborative/reflective inquiry as it relates to teaching, learning, English Language Learners (ELLs), and professional development.
2. Students will role play authors of content area literacy textbooks in order to compare and contrast perceptions of current themes/trends in teaching and learning in content areas. They will then write critiques of content area textbooks and write letters to the authors making suggestions for revisions.
3. Students will learn about the content literacy lesson cycle and apply it by serving as topic facilitators.
4. Students will learn about and engage in collaborative grant proposal evaluation processes.
5. Students will learn about and engage in individual or collaborative conference proposal evaluation processes.
6. Students will propose and engage in an individual project that extends their learning about content area literacy, increases their growth as a researcher, and/or helps them meet professional goals.
7. Students will review content area literacy and metacognition concepts by presenting unique creative syntheses.
8. Students will document progress on their doctoral residency plans and share that progress with the class.
9. Students will self-evaluate knowledge gained in the course and personal/professional growth from a metacognitive perspective.

Course Requirements and Assignments:

Outcome 1 (15% of final grade). Demonstrate comprehension, critical analysis, in depth discussion (online and in class), and synthesis of assigned readings related to metacognition, content literacy, disciplinary learning, and ELLs. Formative assessment of performance and growth will occur weekly. Summative assessment will occur on the Final Written Evaluation.

Outcome 2 (15% of final grade). Author Role Play and Letter to Author: Role play the author of a content area textbook during each class. Access the appropriate Author Role Play format in doc sharing and complete it as you read. You will be expected to espouse the beliefs and suggested practices of your author based on your reading of their textbook on specific topics. At the end of the semester, you will write a critical evaluation of your content area textbook based on the knowledge you’ve gained in the course and comparisons with other content area textbooks. This critical evaluation will be written in the form of a letter to the author (see model Letter to Author under document sharing). Email the final revised letter to the author with a copy to the instructor. Submit the final draft of the letter to the dropbox.
**Outcome 3 (15% of final grade), Topic Facilitation:** Facilitate peer learning on topics from the required readings using the concepts of unique research based. Before, during, and After content literacy strategies. Prepare a content reading lesson on your topic identifying and explaining thebefore, during, and after strategies. The before and during strategies should be presented one class session prior to the actual discussion. The before reading strategy should provide activation and assessment of participant’s prior knowledge WITHOUT FLUFF. The during strategy should provide a guide for self-monitoring of comprehension, identifying and understanding important concepts, as well as preparation for critical thinking about the readings. The after strategy should engage all seminar participants in discussion that leads to understanding of important concepts and critical evaluation of readings. An outline of your lesson plan should be provided to the instructor via email a minimum of one week prior to presenting your before and during strategies. After lesson plans are reviewed and approved by the instructor, revise the lesson plan and post it on eCollege under Doc Sharing “Outcome #3: Lesson Plans” for everyone to see. After facilitating the final discussion, complete the Topic Facilitation Self Evaluation form found under “Outcome #3” in Doc Sharing and submit it to the dropout.

**MAXIMUM TIME ALLOTMENT FOR BEFORE AND ASSIGNMENT OF DURING—15 MINUTES.**

**MAXIMUM TIME ALLOTMENT FOR AFTER—75 MINUTES.**

**Outcome 4 (5% of final grade), Grant Proposal Evaluation:** Evaluate grant proposals provided by the instructor. A first draft of an evaluation of each proposal will be written by each student and shared in a small group. The group will then collaboratively write a final evaluation. After the instructor has posted the “Final Submitted Grant Evaluations” on Doc Sharing and you have read them, each individual will submit a reflective analysis of how their evaluations compare with the instructor’s to the Outcome #4 dropout.

**Outcome 5 (10% of final grade), Conference Proposal Evaluation:** Sign up to review ALER Conference Proposals (Dr. Linek will provide conference proposals only if you are unable to be accepted as a reviewer). Create an individual written first draft evaluation for each conference proposal, then begin working with a peer review group on the “Conference Proposal Peer Review” link under Course Home. During the writing process, you will conference with at least two of your classmates in a revision/editing group. This process requires you to proactively contact classmates and form revision/editing triads. We will discuss/form the revision/editing groups in class; however, be aware, you must actively communicate to ensure that you give and receive feedback from your group in a timely manner. Final drafts of conference proposal evaluations are to be posted on eCollege under Doc Sharing “Outcome #5 Conference Proposal Evaluation.” Each individual will submit in one document their first draft/s, the revised final draft/s, and a reflective analysis on what you’ve learned to the Outcome #5 dropout.

**Outcome 6 (10% of final grade), Individual Project:** Choose one of the following individual projects (note: all projects will be presented to seminar participants either face to face or electronically for discussion and feedback. All written products presented face to face will be posted on eCollege under Doc Sharing “Outcome #6: Individual Project.” All written products presented electronically will be posted, discussed, and revised under the “Individual Project” link under Course Home. After projects have been revised based on feedback from peers, each individual will submit in one document their first draft, the final draft, and a self evaluated rubric to the Outcome #6 dropout. Rubrics are posted under Doc Sharing “Outcome #6: Individual Project.”

- **A. Prepare and submit a conference proposal** for ALER (formerly CRA), LRA (formerly NRC), AERA, or any other national level conference approved by the instructor.

- **B. Prepare one research literature review paper** on an approved topic that incorporates seminal and current research from high quality, first or second tier, peer reviewed journals. The research literature search results and articles must be approved by the instructor before writing the paper. A list of research articles that you propose to cover must be brought to the second class meeting. The paper should be 8 to 10 pages in length and follow APA format. To bring the research literature review full circle and to give you practice presenting research findings, as if you were defending a dissertation or presenting at a national conference, you will give a formal presentation on your literature review that will include a PowerPoint.

  **Suggested Topics:**
  - Working with English Language Learners in Content Area Literacy
  - Affective Dimensions in Content Literacy (Attitude, Interest, Motivation)
  - Assessment in Content Literacy
  - Research Based Strategies for Content Area Literacy in Mathematics
  - Research Based Strategies for Content Area Literacy in Music
  - Research Based Strategies for Content Area Literacy in Science
  - Research Based Strategies for Content Area Literacy in Social Studies
  - Research Based Strategies for Content Area Literacy in Teacher Education
  - Working with Culturally Diverse Learners in Content Areas
  - Working with English Language Learners in Content Areas
• Research Based Strategies for Differentiated Instruction in Content Literacy
• Integrating Curriculum in Content Areas
• Integrating Literature in Content Areas
• Research Based Strategies for Comprehension
• Research Based Strategies for Studying in Grades K-12
• Research Based Strategies for Vocabulary and Concept Development
• Research Based Strategies for Writing to Learn in Content Areas
• Research Based Strategies for Working with Struggling Readers in Content Areas
• Technology Integration in Content Area Teaching and Learning
• Or any other topic that relates specifically to content and/or disciplinary learning

C. Prepare a dialogue journal for a special interest book or books that you selected and were approved by the instructor. On the first page of the journal write an introduction for the book/s that includes your rationale for selection. While reading complete your dialogue journal. At the end of the journal write a book review including a critique of the content and explain how you will apply what you have learned to your current or future practice. You will present your “end of journal” book review and provide a handout to seminar participants.

D. Use APA format to propose, prepare, and present an individual project that incorporates a professional project that you would like to pursue. For example, you may pursue a research project, write a grant proposal, write an article, create a strategy log, prepare an inservice program for teachers, prepare a conference presentation, etc. The only limits are your imagination and instructor approval. Specific requirements include:
• A one page written proposal (draft and final) for each seminar participant describing:
  1. What you want to do
  2. Why you want to do it
  3. How the project connects to the concept of content area literacy
  4. Steps you will use to approach and complete the project
  5. A projected time line delineating each step
• Interim group sharing for perception checking, problem solving, and revision.
• Written criteria for peer feedback for each seminar participant.
• Presentation of completed project to seminar participants.

Outcome 7 (10% of final grade), Creative Synthesis: Individually or in a small group, create and share in class a unique creative synthesis of your learning about content area literacy, metacognition, and/or disciplinary learning. After completing the presentation, submit a self evaluated rubric to the Outcome #7 dropbox. Rubrics are posted under Doc Sharing “Outcome #7: Creative Synthesis.”

Outcome 8 (5% of final grade), Doctoral Residency Progress: Document progress on your doctoral residency plan. Share your plan verbally on the first night of class. On the last night of class, share your accomplishments verbally and bring documentation so that Dr. Linek can sign off on completed residency activities. Include a list of these activities on your final written evaluation.

Outcome 9 (15% of final grade), Final Written Evaluation: Access the format in Doc Sharing and prepare a final written evaluation that addresses each objective, evaluates each requirement, evaluates growth in dealing with English Language Learners, and suggests a final grade for the course. The final written evaluation must be submitted electronically via the eCollege dropbox for outcome #9 by 5:00 pm on May 7, 2013. NOTE: I will return the document to you UNGRADED if you do not assign yourself a letter grade.

Grading: Criteria for each requirement will be stipulated by the instructor in rubrics posted on eCollege under Document Sharing. Students will collaboratively generate standards for each criterion. The following holistic scoring format will be adapted for each course requirement:
5 = Highly Impress - well above average in thought, organization, and professional choices as evidenced by products handed in. In control of own decision-making and learning processes.
4 = Commendable - in command of thought, organization, and professional choices as evidenced by products handed in. Developing good control of own decision-making and learning processes.
3 = Average - probably functional in terms of thought, organization, and professional choices as evidenced by products handed in; but in need of more instruction. Developing some control of own decision-making and learning processes.
2 = Developing - somewhat lacking in thought, organization, and responsibility as evidenced by products handed in. Not consistently aware of professional choices. Little control of own decision-making and learning processes. In need of some remediation.
1 = Questionable - lacking in thought and organization as evidenced by products handed in. Lack of awareness of professional choices. Little to no control of own decision-making and learning processes. In need of major remediation.

0 = Not Attempted – no product handed in or presented to document work.

Final course grades will be determined jointly by the student and the instructor based on the student’s self evaluation, the instructor's judgment, and the following scale:

- **A** All requirements completed with at least a 4.5 average score
- **B** All requirements completed with at least a 3.5 average score
- **C** All requirements completed with at least a 2.0 average score
- **F** Some or all requirements completed with below a 2.0 average score

**Technology Requirements**

Students **must have access to email and the Internet**, either at home, work, or TAMU-C campus. TAMU-C provides students with free email accounts that must be accessed for information sent from the university. Further, eCollege will be utilized for: announcements, some required readings, document sharing, email, turning in assignments via drop box, and grading. High speed internet access/connection, not dial-up, is highly recommended. You must have MS Word and MS PowerPoint to create and hand in assignments. A flash drive is highly recommended for in class sharing of Power Point presentations. Additionally, the following hardware and software are necessary to use eCollege:

- Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).
- Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.
- It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, log in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

**Access and Navigation**

This course will be facilitated using eCollege, the Learning and Management System used by Texas A&M University-Commerce. To access readings, rubrics, etc., go to: https://leo.tamu-commerce.edu/login.aspx

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at (903) 468-6000 or helpdesk@tamu-commerce.edu

**Communications and Support**

It is best to contact the instructor via email at Wayne_Linek@tamu-commerce.edu. You should receive a response within 2 to 3 working days. DO NOT email the same question repeatedly if you do not receive a response immediately. Responses will typically be sent to your leo email account. When engaging in online discussions, please remember the Core Rules of Netiquette as follows:

- Rule 1: Remember the Human
- Rule 2: Adhere to the same standards of behavior online that you follow in real life
- Rule 3: Know where you are in cyberspace
- Rule 4: Respect other people's time and bandwidth
- Rule 5: Make yourself look good online
- Rule 6: Share expert knowledge
- Rule 7: Help keep flame wars under control
- Rule 8: Respect other people's privacy
- Rule 9: Don't abuse your power
- Rule 10: Be forgiving of other people's mistakes
- Rule 11: Adhere to timelines for all postings and responses

**Course and University Procedures**

**Course Specific Procedures**
Preparation, Participation, Knowledge, and Professionalism: Check your Leo email and eCollege at least twice a week for updates, assignments, and notifications. Bring a copy (hard or electronic) of the readings to each face-to-face class session. Complete assignments prior to class as all work is due at the beginning of class. Note that some assignments will require out-of-class and/or online work prior to in-class discussion. Be prepared to discuss, question, analyze, critique, and debate readings, research, and other class assignments. Voluntarily participate regularly in class and online discussions. Demonstrate professional behavior in all you do. Lack of preparation, participation, and/or professionalism (please see the Code of Student Conduct in the Texas A&M University Commerce Student’s Guidebook) may result in removal from class or lowering of your final grade. Plagiarism may result in dismissal from the doctoral program.

Attendance: Class meets officially from 4:30 to 10:00 PM. Attend all classes. Arrive on time and remain until class is dismissed. If you cannot make it to class on time due to professional responsibilities, discuss this with the instructor after the first class to create a make-up plan. If you must miss a class due to a professional responsibility and know ahead of time, discuss this with the instructor on the first night of class to create a make-up plan. If you must miss a class due to an unforeseen excused absence or professional responsibility, email or phone the instructor before class. Then create a written make-up proposal and submit it within one week of the occurrence to the dropbox. Do not complete the proposed make up work until you receive approval from the instructor. Once approval from the instructor has been granted for makeup work, it must be completed within two weeks to receive credit. Make-up work will not be permitted for unexcused absences. Each unexcused absence will lower final grades by one letter. Missed assignments, lack of make-up work, etc. will also negatively impact final grades. For a definition of an excused absence, please see the Texas A&M University-Commerce Catalog or Student’s Guidebook.

Suggested Make Up Assignment for an Excused Absence: Prepare a dialogue journal for the readings you missed discussing in class. Then, prepare an additional reaction paper on a self-selected professional journal article concerning issues pertinent to teaching and learning in your discipline, content area, grade level, and/or professional responsibilities. Each reaction paper must be one to two typed pages and conform to APA 6th edition. Each reaction paper must include: a content summary of the article, your reaction to its contents, and a discussion of how you will implement what you learned (include a copy of each article). Articles selected must be approved by the instructor prior to writing reaction papers.

University Specific Procedures:

ADA Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc-commerce.edu
Student Disability Resources & Services

Student Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See Code of Student Conduct from Student Guide Handbook).

Inclement Weather: In case of inclement weather, cancellation of classes will be announced on KETR 88.9 FM. Please check your email immediately for instructor verification of class cancellation and check eCollege for alternative assignments.

Bibliography
Any chapter from an Education Related Handbook of Research.


**EDCI 657 Course Schedule**  
**Spring 2013**  
Wayne M. Linek, Instructor

The following schedule is tentative. Decisions about when 2 online classes will occur shall be made the first night of class. Specific due dates for assignments will also be decided upon at that time.

1/15  
Face to Face in Metroplex

1/29  
Face to Face in Metroplex

2/5  
Face to Face in Metroplex or Online

2/26  
Face to Face in Metroplex

3/12  
Spring Break

3/19  
Face to Face in Metroplex

4/2  
Face to Face in Metroplex

4/16  
Face to Face in Metroplex or Online

4/30  
Face to Face in Metroplex

5/7  
Online Final Due