



Syllabus

GORDON ALBRIGHT SCHOOL OF EDUCATION **ERL 413: Integrating Literacy in the Content Areas**

5 Credits
Effective: Spring 2019/2020

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course examines strategies for integrating literacy into the content areas. Topics include meta-cognitive strategies for informational and expository text, text features, the use of technology in adolescent literacy instruction, and vocabulary instructional strategies. Upon completion of this course, candidates can effectively teach literacy skills in each of the content areas to adolescent learners using informational, expository, functional, and task-specific texts.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:

- Apply a variety of literacy strategies
- Design learning opportunities for students to self-evaluate, set goals for improvement and monitor own progress
- Use text structure to increase comprehension

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Shared Reading in a Content Area	20%
Reading in a Content Area	30%
Writing in a Content Area	30%
Instructor determined assignments; including participation	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics with more detail as to how this assignment will be graded.

Shared Reading in a Content Area

In this assignment, candidates create and teach one shared reading lesson in a content area. Candidates model meta-cognition using the think-aloud strategy; and model using word identification, word meaning, and context clues for comprehension. Candidates complete a self-assessment of the lesson.

<i>Components</i>	<i>% of Grade</i>
Passage/text selection (Integrating Literacy)	20%
Scaffolding for student success (Integrating Literacy)	20%
Self-assessment (Integrating Literacy)	30%
Organization and appropriate use of written English conventions (Integrating Literacy)	10%
Reading purpose (Integrating Literacy)	20%
TOTAL	100%

Reading in a Content Area

Candidates develop and teach two sequential content area lessons with reading learning targets. Instructional plans include opportunities for students to self-evaluate, set goals for improvement and monitor own progress. Candidates model meta-cognition and how to vary reading rates according to the difficulty and purpose of the text. Candidates complete a self-assessment reflection of the lessons.

<i>Components</i>	<i>% of Grade</i>
Assessment data (Integrating Literacy)	15%
Learning targets (Integrating Literacy)	15%
Instructional plans (Integrating Literacy)	20%
Self-evaluation opportunities (Integrating Literacy)	15%
Self-assessment	25%
Organization and appropriate use of written English conventions	10%
TOTAL	100%

Writing in a Content Area

In this assignment, candidates develop and teach a content area lesson with content area learning targets and one writing-to-learn activity. Instructional plan includes opportunities for students to self-evaluate, set goals for improvement and monitor own progress. Candidates analyze lessons and complete a self-assessment applying critical thinking to their performance.

<i>Components</i>	<i>% of Grade</i>
Assessment data	15%
Learning targets	15%
Instructional plans (Integrating Literacy)	25%
Writing to learn activity (Integrating Literacy)	25%
Organization and appropriate use of written English conventions (Integrating Literacy)	20%
TOTAL	100%

Instructor determined assignments; including participation

Class participation expands the participant's knowledge and ability to implement strategies learned in the course. Candidates are expected to demonstrate a professionalism by attending classes, participating in class and on Blackboard, and creating respectful interactions with colleagues. Candidates are also called on periodically to take leadership roles within the class, or as a part of a small group. Teaching requires hands-on leadership skills and this course is an opportunity for everyone to practice and develop leadership and participant skills. This includes classroom, online participation, and essential dispositions. The instructor may determine other required assignment(s) that become part of each candidate's grade. For such assignments, the instructor provides a written assignment description and supporting advance guidance, including a rubric that guides performance expectations for candidates and defines how the instructor will grade the assignment.

<i>Components</i>	<i>% of Grade</i>
Contribution	20%
Preparation	20%
Attendance	20%
Communication	20%
Essential Dispositions	20%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to

person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.

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