

## **ERL 450: Literacy in the Content Areas**

### **School of Education and Leadership**

3 Credits

Effective Date 10/1/2021

*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 Information

Professional experience information for instructors is found under *Faculty Information* in the online course menu.

## Contact Information

Contact information for instructors is found under *Faculty Information* in the online course menu.

## Course Description

The purpose of this course is to understand the many complex cognitive processes and factors that contribute to skillful comprehension of text. Candidates examine the Language Comprehension portion of Scarborough's Reading Rope (2001) which encompasses background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge and analyze the reciprocal nature of the strands within The Rope, how they contribute to skilled reading, and how to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral learning. Course includes components of state requirements for certification.

## Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found in the online course as well as from the library homepage ("Find Your Reading List" button).

**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 electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## Course Outcomes

As a result of this course students will be able to do the following:

- Demonstrate understanding of the Language Comprehension portion of Scarborough's Reading Rope (2001) and the many complex and interrelated factors that contribute to skilled reading
- Analyze the reciprocal nature of background knowledge, vocabulary, and the visual/cognitive process of inference
- Design a literacy unit plan with a focus on a specific content area (science, social justice, or social studies) topic or theme
- Design instruction that builds background knowledge for students at varying levels of understanding on a topic or theme
- Design instruction focused on the acquisition of tier 2 and tier 3 academic vocabulary
- Acquire print or digital text resources focused on a specific topic or theme at varying degrees of text complexity

## Shared Agreements

Our primary commitment is to **build relationships** both with each other and within ourselves. We share a **collective goal** of becoming critically conscious educators who are prepared to serve all students in our classrooms. A positive learning experience relies on creating an atmosphere where space is held for **multiple truths** to coexist, and where we begin to **notice and name power dynamics** in our own group and also in the education system, its processes, and its policies. We acknowledge that differences among our identities, social backgrounds and experiences will influence our perspectives and those of others. We agree to **share our truths bravely**, to **acknowledge the humanity** of each other and ourselves, and to **look for learning** in ourselves and others.

*\*\*We agree to keep confidential all issues of a personal or professional nature that are discussed in class.\*\**

*\*\*adapted from Color Brave Spaces by Equity Matters (2021). [www.equitymattersnw.com](http://www.equitymattersnw.com)*

## Additional Information

This is a new heading for our syllabus template. Programs may use this to list additional information required by accreditors, or core concepts/knowledge/skills.

## Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

<b>Overview of Required Assignments</b>	<b>% of Final Grade</b>
Language Comprehension and Literacy Development Research Essay	40%
Content Area Unit Plan	40%
Participation, Engagement, and Essential Dispositions	20%
<b>TOTAL</b>	<b>100%</b>

## Course Assignments and Grading

### **Language Comprehension and Literacy Development Research Essay (40% of Final Grade)**

In this assignment, candidates research the Language Comprehension portion of Scarborough's Reading Rope (2001), with a specific focus on background knowledge, vocabulary, and the verbal reasoning process of inference and determine how individual differences in cognitive, linguistic, sociocultural, and behavioral learning may affect a student's comprehension of a text. Candidates will write a summary of evidence-based findings and analyze the reciprocal nature of these strands in the Reading Rope model and why they are crucial to the development of skilled reading. Finally, candidates discuss ways to support and develop these strands (background knowledge, vocabulary, inference) of the reading rope in the classroom, with consideration of a variety of factors that contribute to wide differences in preexisting student background knowledge and student vocabulary.

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Language Comprehension Summary	30	Three or more components of “at-standard” performance are either missing or in need of revision	1-2 components of “at-standard” performance is either missing or in need of revision	Coherent and logical summary of language comprehension (background knowledge, vocabulary, and inference). Clear description of how individual differences affect comprehension of text.	At Standard, plus a detailed description of the multifaceted differences that affect background knowledge and vocabulary acquisition
Analysis	30	Three or more components of “at-standard” performance are either missing or in need of revision	1-2 components of “at-standard” performance is either missing or in need of revision	Coherent and logical analysis of the reciprocal nature of the strands (background knowledge, vocabulary, and inference) and their contribution to the development of skilled reading.	At Standard, plus a timeline of skilled reading development according to the strands of Scarborough’s Reading Rope.

Classroom Application	30	Three or more components of “at-standard” performance are either missing or in need of revision	1-2 components of “at-standard” performance is either missing or in need of revision	Multiple classroom examples that clearly explain how to support and develop background knowledge, vocabulary, and inference. Consideration of a variety of factors that contribute to a student’s preexisting knowledge.	At Standard, plus classroom examples consider student assets and funds of knowledge.
Research, organization, and conventions	10	Many writing errors interfere with meaning, clarity, and/or professionalism and/or represent inappropriate modeling for students; two or less resources used and cited.	Some writing errors interfere with clarity and/or professionalism and/or represent inappropriate modeling for students; three resources used and cited	Writing exemplifies error-free correctness, clarity, conciseness, and accuracy and is appropriate modeling for students; four evidence-based resources used and cited	At standard, plus serves as an outstanding model for students; six or more evidence-based resources used and cited

### **Content Area Unit Plan (40% of Final Grade)**

In this assignment, candidates develop a literacy Unit Plan that supports the complex *process* of reading comprehension and allows students to present *products* of reading comprehension. The Unit Plan will also develop the Language Comprehension portion of Scarborough's Reading Rope (2001), which encompasses background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge.

Required elements: Specific content area-based (science, social justice, or social studies) theme or topic with the intention of systematically building background knowledge over the course of the unit and moving students from novice to expert on the chosen topic. Common Core State Standards (CCSS), and academic vocabulary acquisition. Unit plan also includes a minimum of five teacher text resources (narrative or expository) used for "explicit, cumulative, and systematic teacher-directed instruction", including modeling and read aloud, as well as a minimum of ten student text resources (two different texts per day in the unit plan) that become increasingly complex as the unit progresses, with consideration of differing reading comprehension levels.

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Unit Plan Content	20	Two or more components of “at-standard” performance are either missing or in need of revision	One component of “at-standard” performance is either missing or in need of revision	TCP Unit Plan Template used, all required elements included.	At Standard, plus detailed rationale for instructional decisions.
Learning Tasks	30	Three or more components of “at-standard” performance are either missing or in need of revision	1-2 components of “at-standard” performance is either missing or in need of revision	Learning tasks include a minimum of five days, learning targets aligned to the CCSS, activity, and overall progression of the unit, activity includes a brief description of explicit teacher-directed instruction (I Do, We Do, You Do). Formative assessment(s) clearly measure the learning target(s).	At Standard, plus tasks clearly anticipate and address common student misconceptions

Background Knowledge and Vocabulary Acquisition	20	Three or more components of “at-standard” performance are either missing or in need of revision	1-2 components of “at-standard” performance is either missing or in need of revision	Clear plan to systematically build background knowledge on the chosen topic. Instruction in a wide range of vocabulary acquisition strategies (morphology, context clues, etc.)	At Standard, plus family, cultural, and community assets are leveraged and actively incorporated into the plan(s) in consideration of a variety of factors that contribute to differences in preexisting student background knowledge and student vocabulary
Resources (texts, etc.)	20	Three or more components of “at-standard” performance are either missing or in need of revision	1-2 components of “at-standard” performance is either missing or in need of revision	Set of teacher (5) and student (10) resources, digital and/or print. Resources focused on the same theme or topic, which become increasingly complex as the unit progresses.	At Standard, plus includes additional enrichment resources and/or sources in languages other than English.
Research, organization, and conventions	10	Many writing errors interfere with meaning, clarity, and/or professionalism and/or represent inappropriate modeling for students; two or less resources used and cited.	Some writing errors interfere with clarity and/or professionalism and/or represent inappropriate modeling for students; three resources used and cited	Writing exemplifies error-free correctness, clarity, conciseness, and accuracy and is appropriate modeling for students; five evidence-based resources used and cited	At standard, plus serves as an outstanding model for students; six or more evidence-based resources used and cited

**Participation, Engagement, and Essential Dispositions (20% of Final Grade)**

Candidates should participate and engage in all classwork, including required assignments, class discussions, activities, and instructor-determined assignments. Candidates should work to meet essential dispositions criteria not only in the field, but also in their coursework, whether online or in person.

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Engagement	50	Does not adequately engage in tasks and discussions. Frequently chooses not to collaborate with others.	Engages in tasks and discussions with superficial thought or preparation. Collaborates with others in a way that advances understanding for just the candidate.	Engages in tasks and discussions with substantive thought or preparation. Collaborates with others in a way that advances understanding for both the candidate and others.	Engages in tasks and discussions with substantive thought or preparation and expands on the topic. Collaborates with a variety of others in a way that contributes effectively.

Essential Dispositions	50	Occasionally or consistently struggles to meet criteria for several essential dispositions.	Occasionally struggles to meet criteria for two essential dispositions, or consistently struggles to meet criteria in one essential disposition.	Meets criteria for essential dispositions (critical thinking, communication, stamina—physical and emotional, time management, and professionalism).	At Standard, plus, exhibits especially strong skills in at least one essential disposition.
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## **Course Policies**

Participation will be graded based on engagement in class discussions and activities (both online and mixed modes). Online-only courses will be determined via active engagement in weekly discussion boards or other interactive opportunities provided by the instructor. Mixed mode courses will be determined based on presence in class and engagement with content and peers both within and outside of face-to-face class sessions.

## **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, religious values, ability, national origin, citizenship, or

immigration status. 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 the Provost or to the Vice President of Student Affairs.

## **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 includes 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 and Cultural 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](mailto:disability@cityu.edu) or 206.239.4752 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](mailto:mycityusupport@cityu.edu) to request a username and password.