Instructor: Dr. Pam Petty  
Office: TPH 401 and GRH 1103  
Office Phone: 270-745-2809  
WKU Center for Literacy: TPH 401  
Campus Email: pamela.petty@wku.edu

Electronic Hours: Evenings (7 days a week) 7:00 - 10:00 (Central) ---  
By Appointment on Tuesdays or Thursdays

Prerequisite: LTCY 519 or instructor permission

Course Description: Reading, writing and study skills strategies and techniques to increase student achievement in content-area classes.

Rationale: The study and development of reading and writing strategies necessary for instruction in the content areas. The course is designed for elementary, middle and secondary teachers whose responsibility is teaching content. Specifically, teachers will have an opportunity to develop an understanding of the relationship of literacy to success in the content areas.

Learning Outcomes, Instructional Methods, and Assessment:

Course objectives are part of a comprehensive program to meet KY advance-level teacher standards, InTASC 2011 Standards and Kentucky Framework of Teaching.*

The goal of this course is to present information on various aspects of content area literacy instruction. The course objectives are stated in correspondence to Kentucky Advanced-Level Teacher Standards for Preparation and Certification. The course objectives and suggested instructional methods and activities to meet these objectives are listed with suggested assessment strategies. However, additional methods/activities and assessment strategies that meet these course objectives may be employed.

- Kentucky Teacher Standards [http://www.kyepsb.net/teacherprep/standards.asp](http://www.kyepsb.net/teacherprep/standards.asp)
- InTASC Model Core Teaching Standards, [http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html)

Kentucky Teacher Standards, Advanced-Level Performance

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION
The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. 2.4, 2.5

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. 3.3

InTASC Standards

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Kentucky Framework for Teaching: Domains: 1E, 3B, 3C

WKU College of Education and Behavioral Science Dispositions

The Educational Professional Demonstrates the following:

Values Learning as evidenced by:

✓ Class Participation
✓ Attendance
✓ Class Preparation
✓ Communication

Values Personal Integrity as evidenced by:

✓ Emotional Control
✓ Ethical Behavior
✓ Values Diversity
✓ Values Collaboration

Values Professionalism as evidenced by:

✓ Respect for school rules, policies and norms
✓ Commitment to self-reflection and growth
✓ Professional Development and Involvement
✓ Professional Responsibility
Deficiencies in any of these areas may warrant a meeting with the professor. Teaching candidates noted as weak in these areas will find difficulty procuring letters of recommendation for employment.

Conceptual Framework Integration:

* Use basic communication skills in reading and writing
* Apply core concepts and principles
* Become a self-sufficient individual
* Become a responsible group member
* Think and solve problems
* Connect & integrate experiences and new knowledge

Themes addressed:
Diversity, Collaboration, Communication, Problem solving/Inquiry, Integration of knowledge, skills, and processes

Required Textbook:


This text comes as a 180-day e-rental - full access to the book - you can highlight, copy, print, add notes, search the text, etc. If you have not used an e-textbook before I think you are in for a treat. **NOTE: Update textbook to newer edition before teaching again for stronger links to Common Core for ELA/Reading.**

Below is a link to the Coursesmart textbook we will use. You can purchase access to the e-book directly online at the link below.

http://www.coursesmart.com/9780138140809

*Content Area Reading: Teaching and Learning in an Age of Multiple Literacies, CourseSmart eTextbook*

Maureen McLaughlin, East Stroudsburg University
ISBN-10: 0138140804

Supplemental Articles (links provided by instructor)


Required Readings:
The following sites will provide useful information for the projects you develop in this course:

http://www.dartmouth.edu/~acskills/videos/index.html

http://www.studentnow.com/features/grades.html

Course Topics:

Understanding language and reading
Content area literacy
Literacy assessments
Reading comprehension
Vocabulary development
Study strategies
Integrate literature into content area reading instruction
Writing and reading connections
Technology and literacy
Cultural and linguistic diversity

Attendance and Course Requirements:

A. All assignments are due on time. Late assignments will be penalized 20% of their possible point value if submitted within two work days of their due date. Assignments turned in beyond that point will receive 50% of their graded point value.

All assignments will be graded for content and mechanics.

B. It is expected that you will read and reflect on required course readings prior to Discussion Board. Selected course readings will help you develop the knowledge and theoretical base needed for teaching reading in content areas.

C. Students are encouraged to conference with the instructor by phone or by email, if the need arises.

D. All assignments must be typed. Use APA format for assignments. (12pt font, 1 inch margins, double-spaced)

E. University policy on academic honesty will be strictly observed.

Course Assignments and Point Values:

Keep copies of all assignments. If an assignment is lost, the burden of proof that you completed the assignment rests with you. Computers crash. If your assignment is misplaced/lost it is an absolute fact that your computer with the only version of the assignment left on this planet will
crash. BACK UP all your work on a flashdrive, CD, portable hard drive or other storage device.

It is **expected** that you will read and reflect on required course readings.

**Evaluation and Grade Assignment**

<table>
<thead>
<tr>
<th>Total</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 930-1000</td>
<td>(93%-100%)</td>
</tr>
<tr>
<td>B = 850-929</td>
<td>(85%-92%)</td>
</tr>
<tr>
<td>C = 770-849</td>
<td>(77%-84%)</td>
</tr>
<tr>
<td>D = 700-769</td>
<td>(70%-76%)</td>
</tr>
<tr>
<td>F = 699 or fewer</td>
<td>(69% or below)</td>
</tr>
</tbody>
</table>

**Course Assignments and Point Values:**

1. **Participation and Professionalism (50 pts)**

Active participation through email, virtual chat, and discussion board forums is mandatory! This also includes participation collegiality, effort, etc. Professionalism is expected with regard to your electronic communications to one another and to the professor. Your communications should be polite and professional.

2. **Reading Guides (15 reading guides x 30 points = 450 points)**

15 chapters, 15 strategy/reading guides provided by professor. You should complete each guide (in Contents in Blackboard) and submit it in Assignments in Blackboard. A rubric for each reading guide will be provided as a part of the guide.

3. **The Case for Literacy in the Content Areas (300 points)**

A series of Objectives and Tasks/Modules to work through in the Contents section of Blackboard. Directions for tasks are provided. **NOTE TO EPSB:** These modules are also accessible at CourseSites (see enrollment directions on attached sheet). Log in and select:
- LEAD PD: Read to Know: Reading Comprehension for Nonfiction
- LEAD PD: Vocabulary
- LEAD PD: Writing in the Content Areas

4. **Study Skills and Comprehension Success Plan for Content Area Reading (200 points)**
A Study Skills and Comprehension Success Plan for Content Area Reading will be developed for learners with whom you are working. This assignment must be uploaded to Blackboard before a final grade can be submitted for your work in this course.

**The Study Skills and Comprehension Success Plan** will consist of:

1) A demographic description of the learner or learners.

2) Description and context of targeted content area.

3) Summary of observed or measured skills and strategies the learner(s) already employ.

4) A comprehensive plan for skill and strategy instruction the learner(s) needs.
   - Plan will include a timeline for implementation.
   - Plan will include benchmarks that denote student success.
   - Plan will include resources related to skill/strategy instruction that will aid the learner(s)

**Performance Criteria in detail:**

The Study Skills and Comprehensive Success Plan will consist of:

A. A demographic description of the learner(s): Make arrangements with Dr. Petty regarding your plan being conducted with ONE student or a class of students. (10 of the 200 points)
   a. Gender
   b. Age
   c. Year in school
   d. First language
   e. Personality descriptors (outgoing, quiet, comfortable in group settings, etc.)
   f. Words learner uses to describe himself/herself

B. Description and context of targeted content area (10 of the 200 points)
   a. Name of class (history, etc.)
   b. Complete bibliographic information of text(s)
   c. Description of class (focus of instruction)
C. Summary of observed or measured skills and strategies the learner already employs (50 of the 200 points)


   b. Cloze Procedure applied to students’ textbooks

D. A comprehensive plan for skill and strategy instruction the learner needs for content area reading (100 of the 200 points)

   a. Your plan must include the standards you are targeting, the texts used, and how you will assess student learning. The KCAS must be aligned with each strategy and planned instruction. There will be a minimum of 10 experiences planned. A template will be provided (discuss with Dr. Petty if you have a preferred format that you already use for planning).

E. Resource list developed to fit skill/strategy instruction (cumulative for all lessons) (30 of the 200 points)

   The Study Skills and Comprehension Success Plan will be typed, double-spaced, and have headings designated for each section A-E as listed above. You should draw from our textbook readings and all the Objectives and modules you did in Blackboard for this course.

Scoring Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic description of the learner or learners</td>
<td>No or weak demographic description of the learner or learners</td>
<td>Somewhat acceptable demographic description of the learner or learners</td>
<td>Acceptable demographic description of the learner or learners</td>
<td>Acceptable demographic description of the learner or learners. Completed on the first attempt and without extra assistance.</td>
</tr>
<tr>
<td>Description and context of targeted content area</td>
<td>No or weak description and context of targeted content area</td>
<td>Somewhat acceptable description and context of targeted content area</td>
<td>Acceptable description and context of targeted content area</td>
<td>Acceptable description and context of targeted content area. Completed on the first attempt and without extra assistance.</td>
</tr>
<tr>
<td>Summary of observed or measured skills and strategies the learner(s) already employ</td>
<td>No or weak Summary of observed or measured skills and strategies the learner(s) already employ</td>
<td>Somewhat acceptable Summary of observed or measured skills and strategies the learner(s) already employ</td>
<td>Acceptable Summary of observed or measured skills and strategies the learner(s) already employ</td>
<td>Acceptable Summary of observed or measured skills and strategies the learner(s) already employ. Completed on the first attempt and without extra assistance.</td>
</tr>
<tr>
<td>Comprehensive plan for skill and strategy instruction the learner(s) needs.</td>
<td>No or weak comprehensive plan for skill and strategy instruction the learner(s) needs.</td>
<td>Somewhat acceptable comprehensive plan for skill and strategy instruction the learner(s) needs.</td>
<td>Acceptable comprehensive plan for skill and strategy instruction the learner(s) needs.</td>
<td>Acceptable comprehensive plan for skill and strategy instruction the learner(s) needs. Completed on the first attempt and without extra assistance.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Plan will include a timeline for implementation.</td>
<td>No or weak inclusion of a timeline for implementation.</td>
<td>Somewhat acceptable inclusion of a timeline for implementation.</td>
<td>Acceptable inclusion of a timeline for implementation.</td>
<td>Acceptable inclusion of a timeline for implementation. Completed on the first attempt and without extra assistance.</td>
</tr>
<tr>
<td>Plan will include benchmarks that denote student success.</td>
<td>No or weak inclusion of benchmarks that denote student success.</td>
<td>Somewhat acceptable inclusion of benchmarks that denote student success.</td>
<td>Acceptable inclusion of benchmarks that denote student success.</td>
<td>Acceptable inclusion of benchmarks that denote student success. Completed on the first attempt and without extra assistance.</td>
</tr>
<tr>
<td>Plan will include resources related to skill/strategy instruction that will aid the learner(s).</td>
<td>No or weak inclusion of resources related to skill/strategy instruction that will aid the learner(s).</td>
<td>Somewhat acceptable inclusion of resources related to skill/strategy instruction that will aid the learner(s).</td>
<td>Acceptable inclusion of resources related to skill/strategy instruction that will aid the learner(s).</td>
<td>Acceptable Completed on the first attempt and without extra assistance.</td>
</tr>
<tr>
<td>Prescribed format, grammar, and neatness</td>
<td>Unacceptable</td>
<td>Somewhat acceptable</td>
<td>Acceptable</td>
<td>Acceptable on the first attempt and without extra assistance.</td>
</tr>
</tbody>
</table>

**Website Address:**

**Teaching with Documents:**  [http://www.archives.gov/education/lessons/](http://www.archives.gov/education/lessons/)

**Common Core Standards:**  [http://www.corestandards.org/](http://www.corestandards.org/)

**Kentucky Department of Education:**  [http://www.kde.state.ky.us](http://www.kde.state.ky.us)

**International Reading Association:**  [http://www.reading.org](http://www.reading.org)
Children’s Literature Web Guide: http://www.ucalgary.ca/~dkbrown

ERIC Clearing on Reading, English & Communication: http://www.indiana.edu/~eric_rec/index.html

Booklist (reviews): http://www.ala.org/booklist/

Instructional Framework: Introduction to Teaching Strategies: http://edservices.aae7.k12.ia.us/framework/strategies/

Instructional Framework: Introduction to Teaching Strategies

Pam Petty's Education Site: http://www.pampetty.com

Adult Literacy Resources:

Kentucky Department of Adult Education and Literacy

LINCS

National Institute for Literacy

Adult Literacy Action

The Adult Literacy and Technology Network

National Center for the Study of Adult Learning and Literacy

National Assessments of Adult Literacy

U.S. Department of Education
Office of Vocational and Adult Education (OVAE) Homepage

Literacy Volunteers of America

National Center on Adult Literacy

National Center for Family Literacy

The Adult Literacy Resource Institute

Laubach Literacy

The Language Experience Approach for Adult Learners

KYVAE - Resources for Adult Education Community
Supplementary Resources:


Resilient Children: Stories of Poverty, Drug Exposure, and Literacy Development

http://www.reading.org/publications/bbv/books/bk199/index.html


---

Student Disability Services

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Plagiarism Policy:

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content
directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Please read and know that you are responsible for the content on this webpage: http://www.pampetty.com/plagiarism.htm

As you begin your first assignments, be sure that you are not crossing the line into plagiarism. It is a serious issue and will not be taken lightly. Please read about Avoiding Plagiarism.

The Learning Center

The Learning Center (TLC) (located in the Academic Advising and Retention Center, DUC-A330) Should you require academic assistance with this course, or any other General Education Course, there are several places that can provide you with help. TLC tutors in most major undergraduate subjects and course levels throughout the week. To make an appointment, or to request a tutor for a specific class, call 745-6254 or stop by DUC A330. Log on to TLC’s website at http://www.wku.edu/tlc to find out more. TLC hours: M-Thur. 8am-9pm, Fri. 8am-4pm, Sat.-Closed, and Sundays 4pm-9pm.