1. **Catalog Description:**
   a. MLE 5270
   b. Content Area Literacy Instruction
   c. 3-0-3
   d. F., S.
   e. Content Literacy
   f. Knowledge, skills, and strategies for teaching content area literacy in Grades 6 through 12. Topics will include assessment of student literacy skills, selection of appropriate materials, reading-writing relationships and processes, meeting diverse needs, effective instructional strategies, motivation, and evaluation.
   g. Graduate standing and classroom teaching experience

2. **Objectives of the Course:**
   a. to prepare teachers in Grades 6 through 12 to improve students’ content area literacy skills through research-supported methods
   b. to investigate ways of assessing students’ literacy skills, both formally and informally
   c. to address the wide range of reading and writing abilities of students in grades 6-12.
   d. to survey the vast amount of print materials and technological resources available.

3. **Outline:**
   I. Introduction to Content Area Literacy (300 minutes)
      A. The development of language and cognition (Piaget; Vygotsky; Bruner)
      B. Schema theory (Piaget)
      C. Relationships among the four language arts (speaking, listening, reading and writing)
   II. Literacy Processes (750 minutes)
      A. The reading process
         1. The bottom-up model (LaBerge and Samuels; Gough)
         2. The top-down model (Goodman; Smith)
         3. The interactive model (Rummelhart; Stanovich)
      B. The development of strategic readers
         1. Word identification (sight words, phonics, structural analysis, contextual analysis)
         2. Development of fluency and reading rate
         3. Strategies for increasing reading comprehension (Pearson; Johnson)
            a. Activation of prior knowledge
            b. Prediction
            c. Teaching word meanings and relationships
            d. Identifying organization of text (narrative and expository)
            e. Use of graphic organizers
            f. Critical reading
            g. Effective questioning
            h. Study skills
            i. CRIS
            j. Other strategies
4. Assessment/evaluation of reading ability
   a. Informal measures
   b. Standardized tests (ISAT and others)

C. The writing process (Hunt; Applebee; Emig, Murray)
   1. Stages of the writing process (prewriting, drafting, revising, editing, and publishing)
   2. Types of authentic tasks in content areas
   3. Use of technology in writing instruction

D. The development of writing skills
   1. Clarity of content
   2. Mechanics
   3. Writing style
   4. Assessment/evaluation of writing ability (process and product) in content areas
      a. Informal measures
      b. Write On, Illinois
      c. Standardized tests (ISAT and Others)

III. Instructional Materials (300 minutes)
   A. Types of materials
      1. Textbooks in content areas
      2. Tradebooks (literature and informational books)
      3. High interest/low vocabulary books
      4. Periodicals
      5. Electronic texts/media
      6. Classroom generated texts
   B. Selecting materials to meet students’ interests and abilities
      1. Awards for quality literature
      2. Readability formulas (Fry; Dale-Chall; Raygor, etc.)
      3. Interest inventories and interviews

IV. Additional Instructional Concerns (600 minutes)
   A. Meeting diverse needs of students in specialty areas (Allington)
   B. Organization for instruction
   C. Motivating students to read and write
   D. Direct instruction of skills (Rosenshine)
   E. Scaffolding
   F. Modeling of literacy behaviors
   G. Providing for reader response (Rosenblatt)
   E. Development of thematic units and integration of subject matter
   F. Enhancement of listening comprehension and visual literacy

V. Professionalism for Teachers (300 minutes)
   A. State and national language arts content area standards and benchmarks
   B. Professional organizations and resources
   C. State reading initiatives
   D. Conducting and disseminating action research

Course evaluation will be determined by reaction papers, class discussions based on professional readings, action research, and two written examinations.
4. **Implementation:**
   a. Graduate faculty in Middle Level Education with specialized expertise in content area literacy for Grades 6-12 will be assigned to teach this course including Drs. Gail Lockart, Grace Nunn, Linda Reven, and Mary Ellen Varble.
   b. No additional costs to the student will be incurred beyond those associated with completing course assignments.
   d. Fall 2001

5. **Rationale:**
   a. Teachers in Grades 6 through 12 must optimize content area literacy instruction because reading and writing skills are critical to academic success and effective citizenship. In addition, this course will address newly mandated Illinois State Board of Education Language Arts Content Area Standards for Educators. State licensure now requires a plan of professional development, and this course will be appropriate for educators to take as a means of professional development.
   b. Justification of the level of the course and prerequisites: This is a graduate level course intended for inservice teachers and administrators who have had some experience with issues in literacy instruction. No prerequisite is required.
   c. Similarity to existing courses and/or effects upon programs in other departments: This is a revision of an existing course.
   d. This revised course will be required of graduate students within the NBPTS Master’s Degree Program as per advisement sequences. It may be taken as an elective by other graduate students in the College of Education and Professional Studies.

6. **Community College Transfer:** A community college course will not be judged equivalent to this graduate level course.

7. **Date approved by the department:** 9/01/00

8. **Date approved by the College Curriculum Committee:** 9/25/00

9. **Date approved by CGS:** 12/6/05