



Course: EDUC 4460 Reading and Writing across
Content Areas in Culturally & Linguistically Diverse Classrooms
Credit Hours: 3

Semester Taught: Fall 2020

Course, Time, and Place: Bb-

Instructor Information:

Instructor: Dr. Zandree Stidham	Communication Information: zandree.stidhm@nnmc.edu	
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Required Text:

Fraze, D & Urquhart, V. (2014). *Teaching Reading in the Content Areas (3rd Edition)*. Alexandria, VA. ASCD Publishing. ISBN-13: 978-1-4166-1421-0

Required Materials or Readings:

E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

Attendance: Attendance is required for all class sessions. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Catalog Course Description:

Methods of teaching reading and writing across content areas are explored. The development and implementation of research based reading and writing instructional approaches using informational text and alternative assessments are explored. Culturally relevant pedagogy is stressed. The course includes technology applications, experiential learning, and thematic instruction. *Prerequisite:* DTE permission. (3, 3T+0L)

Course Objectives

Upon successful completion of this course, the student will:

1. Compare and contrast the basic approaches and supporting theories of teaching reading and writing in the content areas.
2. Demonstrate various strategies to increase vocabulary and comprehension development across content areas.
3. Identify the cognitive and text-based factors that influence reading comprehension.
4. Evaluate, interpret, and explain the cultural, linguistic, and diverse learner factors that influence reading comprehension and subject area learning.
5. Practice lesson planning and instructional strategies that incorporate language across the curriculum.
6. Identify various assessment procedures that gather information about a student's understanding or reading and writing in the content areas.
7. Explain the rationale supporting the necessity of collegial relationships and a reflective teaching practice.

NM Teacher Competencies (InTASC), College of Education's Conceptual Framework, and the NNMC Student Learning Outcomes.

New Mexico Entry Level Teacher Competencies (InTASC):

E. Application of content:

E.1 The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and



global issues. **E.2.a, E.2.b, E.2.c, E.2.d, E.2.e, E.2.f, E.2.g, E.2. E, E.2.i, E.2.j, E.2.k, E.2.l, E.2.m, E.2.n, E.2.o, E.2.p, E.2.q, E.2.r, E.2.s**

F. Assessment:

F.1 The teacher understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

F.2a, F.2.b, F.2.c, F.2.d, F.2.e, F.2.f, F.2.g, F.2.h, F.2.i, F.2.j, F.2k, F.2.l F.2.m, F.2.n, F.2.o, F.2.p, F.2.r, F.2.s, F.2.t, F.2.u, F.2.v

G. Planning for Instruction

G.1 The teacher plans the instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **G.2.a, G.2.b, G.2.c, G.2.d, G.2.e,**

G.2.f, G.2.g, G.2. h, G.2.i, G.2.j, G.2.k, G.2.l, G.2.m, G.2.n, G.2.o, G.2.p, G.2.q

COE’s Conceptual Framework - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Knowledge Principle-

1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.
2. Instruction: the teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.
4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.

Skills-

2. Utilization of Planning and Assessment tools

Dispositions-

2. A belief that all students can learn

NNMC Student Learning Outcomes

1. Ability to communicate clearly and effectively
2. Ability to think critically through analytical, inventive and creative means

Assignment Descriptions/ Alignment:

Assignment/Assessment	Course Objectives Conceptual Framework NNMC SLO	Point Value	Points Earned
Discussion Board	NMPED Competencies: E, F, G COE CF- KP 1, 2, 4, 5; S 2, D, 2 NNMC SL0 1, 2	10 @ 3 pts.	30 pts.
Reflective Journal	NMPED Competencies: E, F, G COE CF- KP 1, 2, 4, 5; S 2, D, 2 NNMC SL0 1, 2	3 @ 5 pts.	15 pts.
Student Project 1- Concept Mapping Mini Theme Units – Identifying unit goals -History/Social studies - Math - Science	NMPED Competencies: E COE CF- KP 1, 2 D 1, 2, NNMC SL0 1, 2	1 @ 15 pts.	15 pts.
Student Project 2 Power Point Presentation-	NMPED Competencies: E, G COE CF- KP 1, 2, 4, 5, S 2, D 1, 2	1 @ 15 pts.	15 pts.



Research based instructional strategies for reading & writing	NNMC SL0 1,2		
Portfolio: Integrated Thematic Unit– 3 lesson plans across content areas, 3 formative assessments, 1 summative assessment	NMPED Competencies: E, F, G COE CF- KP 1, 2, 4, 5; S 2, D, 2 NNMC SL0 1, 2	1 @ 25 pts.	25 pts.
		TOTAL	100 PTS.

Date	Course Topic Weekly Objective	Readings	Assignments/ Due Date
Week #1	Introductions, Syllabus, Course Expectations, Reading & Writing across Content Areas What, Why, How?	Introductions, Navigating Bb	08/17/2020 Introductions
Week #2	Reading/Writing across the Content Areas Compare and contrast the basic approaches and supporting theories of teaching reading and writing in the content areas.	Part 1. Ch. 1-2 The Knowledge & Strategies Gear	08/24/2020 #1 Discussion Board
Week #3	Compare and contrast the basic approaches and supporting theories of teaching reading and writing in the content areas.	Ch. 3-4 – The Goals & Dispositions Gear & Creating Literacy-Rich Environments	08/31/2020 #2 Discussion Board
Week #4	Identify the cognitive and text-based factors that influence reading comprehension	Part II. Ch. 1-3- Academic Conversation, Anticipation guide, Discussion Protocol	09/07/2020 #3 Discussion Board
Week #5	Demonstrate various strategies to increase vocabulary and comprehension development across content areas.	Ch. 4-7 – Character/Historical figure Comparison, Claim/Support Outline, Comparison Matrix, Concept Circles	09/14/2020 #1 Reflective Journal
Week #6	Demonstrate various strategies to increase vocabulary and comprehension development across content areas.	Ch. 8- 13- Concept Definition Map, Directed reading/Thinking Activity, Discussion Web, Frayer Model, Graphic Organizers, History Frames	09/21/2020 Student Project 1- Concept Mapping Mini Theme Units – Identifying unit goals -History/Social studies - Math - Science
Week #7	Demonstrate various strategies to increase vocabulary and comprehension development across content areas.	Ch. 14-19 – Knowledge Rating Scale, KNFS, Learning Log, Metaphor & Analogy, Pairs Reading & Summarizing, PLAN	09/28/2020 #4 Discussion Board
Week #8	Demonstrate various strategies to increase vocabulary and comprehension development across content areas.	Ch. 20-25 – Prereading Predictions, Probable Passages, Problematic Situations, QAR, RAFT, Reciprocal Teaching,	10/05/2020 #5 Discussion Board
Week #9	Evaluate, interpret, and explain the cultural, linguistic, and diverse learner factors that influence reading comprehension and subject area learning.	Teaching strategies- SIOP, Marzano Teaching methods- CALLA	10/19/2020 #6 Discussion Board Student Project #2- Power Points- Research based instructional



			strategies for reading & writing
Week #10	Demonstrate various strategies to increase vocabulary and comprehension development across content areas.	Ch. 26-33 - Semantic Feature Analysis, Scored Discussion, Socratic Seminar, SQ3R, SQRQCQ, Story Grammar Maps, Structured Note Taking, Summarization	10/26/2020 #7 Discussion Board
Week #11	Practice lesson planning and instructional strategies that incorporate language across the curriculum. Identify various assessment procedures that gather information about a student's understanding or reading and writing in the content areas.	Formative Assessments 1. Lesson planning	11/02/2020 #8 Discussion Board
Week #12	Demonstrate various strategies to increase vocabulary and comprehension development across content areas.	Ch. 34-36 – Final Word Protocol, Think Alouds, Three-Level Guide	11/09/2020 #2 Reflective Journal
Week #13	Practice lesson planning and instructional strategies that incorporate language across the curriculum. Identify various assessment procedures that gather information about a student's understanding or reading and writing in the content areas.	Summative Assessments 1. Lesson planning	11/16/2020 #3 Reflective Journal
Week #14	Demonstrate various strategies to increase vocabulary and comprehension development across content areas.	Ch. 37-40 – Word Classification, Word Problem, Written Conversation, Zooming In and Out	11/23/2020 #9 Discussion Board
Week #15	Compare and contrast the basic approaches and supporting theories of teaching reading and writing in the content areas. Demonstrate various strategies to increase vocabulary and comprehension development across content areas. Identify the cognitive and text-based factors that influence reading comprehension. Evaluate, interpret, and explain the cultural, linguistic, and diverse learner factors that influence reading comprehension and subject area learning. Practice lesson planning and instructional strategies that incorporate language across the curriculum. Identify various assessment procedures that gather information about a student's understanding or reading and writing in the content areas.	Portfolio: Integrated Thematic Unit– 3 lesson plans across content areas, 3 formative assessments, 1 summative assessment	11/30/2020 Student Project #4- Multicultural Education- Student PowerPoint



	Explain the rationale supporting the necessity of collegial relationships and a reflective teaching practice.		
Week #16		Tying it altogether	12/07/2020 #10 Discussion Board

Grading

A+ 4.33 Outstanding	A 4.00 Outstanding	A- 3.67 Outstanding
B+ 3.33 Above Average	B 3.00 Above Average	B- 2.67 Above Average
C+ 2.33 Average, Passing	C 2.00 Average, Passing	C- 1.67 Average, Passing
D+ 1.33 Below Passing	D 1.00 Below Passing	D- 0.67 Below Passing
F 0.00 Not Passing		

Late Work: Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

Students with Disabilities: Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or v.trujillo@nmmc.edu to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

NNMC Incomplete Policy: The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

Academic Ethics: Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1)submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

