COURSE: RLL 7300: Literacy Across the Curriculum
TERM/YEAR: Winter 2014
SECTION: 001
COURSE CREDITS: 3
DAY/TIME: Wednesday 5:00-7:45
LOCATION: 253 Education Building

INSTRUCTOR: Dr. Poonam Arya
Office #: 279 Education
Office Phone: (313) 577-1643
e-mail: parya@wayne.edu
OFFICE HOURS: Call for appointment (313) 577-0902
3:30-4:30 pm Wednesday
2:00-4:00 pm Thursday
Other times arranged with instructor

COURSE DESCRIPTION
Using an Inquiry Curriculum as the theoretical bases for teaching literacy across the curriculum, strategies for organization and instruction will be explored. Action research, in terms of an intensive, systematic inquiry, will be utilized.

PREREQUISITES
RLL 7100, RLL 7200

COURSE OBJECTIVES (Michigan Dept. of Ed. Standards for Reading Specialist/International Reading Association Standards):
1. Students will understand the philosophical bases for teaching literacy across the curriculum. (3.1.1.1, 3.1.1.3, 3.1.2.7/1.5, 3.1, 5.5)
2. Students will know a variety of strategies and be able to select from among them to develop students’ critical thinking skills. (2.4/2.2)
3. Students will understand and be able to select from various instructional approaches those most appropriate for particular instructional situations, a wide variety of media, and for diverse learners from a variety of cultures. 3.1.2.4, 3.1.2.5, 3.4.1.3, 4.1.1.5, 4.1.1.6, 4.1.1.7/2.9, 2.6, 2.13, 5.4, 3.2)
4. Students will be able to develop a plan for incorporating literacy instruction across all areas of the curriculum using a variety of communicative forms. (3.1.1.2, 3.3.1, 3.4.3, 3.4.6, 3.4.7, 4.2.1.9/2.5, 7.6, 9.3, 6.6, 7.1, 7.2, 7.3, 7.5, 9.1, 9.2, 16.2)
5. Students will read professional journals and other professional publications and summarize research on topics of interest in the area of literacy instruction across the curriculum. (2.10/16.1)
6. Students will engage in reflective practice as they implement inquiry teaching. (2.9/16.2)
7. Students will understand and be able to implement inquiry learning that incorporates all areas of the curriculum. (3.4.1.3, 3.4.1.5, 3.4.1.6, 4.1.1.1, 4.1.1.2, 4.1.1.3, 4.1.1.8, 4.1.1.9, 4.1.3.1, 4.1.3.4, 4.1.3.5, 4.1.3.6, 4.1.3.7, 4.1.3.10/5.4, 5.6, 5.7, 7.5, 7.4)
8. Students will apply research and design techniques by completing an action research project
including designing the project, carrying out the research, collecting and analyzing data, writing a report, and sharing their results with others. (2.8, 2.12, 2.14, 3.3.1, 3.5.5, 5.7.1, 5.7.2/16.6, 9.3, 7.6, 14.1, 14.2, 14.3, 12.5)

REQUIRED TEXTS
You are required to have consistent access to the following two texts:

- Alvermann, D. E., Phelps, S. F., & Gillis, V. R. (2013). *Content area reading and literacy: Succeeding in today's diverse classrooms* (7th ed.). Boston: Pearson. (Note that you will need the seventh edition, as previous editions do not contain the same content.)

Both books are available online and have been ordered through the University bookstore system.

SUPPLEMENTAL TEXTS FOR SPECIFIC CONTENT AREA DISCIPLINES

**English**

**Mathematics**

**Science**

**Social Studies**

ASSIGNMENTS

1. **Talking Points for Assigned Reading**
   Everyone will read the assigned text. Classroom discussions are much more productive when everyone comes prepared to discuss the readings. In order to facilitate this process,
based on your critical readings of the assigned texts, you will be expected to come to class with a **list of at least two things** that you can contribute to the conversation that explicitly link to the ideas presented in the reading. For example, you might pose a question and then give your answer to it, you might note a part that seems confusing and give your best guess at an interpretation, or you might connect something particular in the readings to something in your own experience. Each bulleted point should be about a paragraph in length and should include not only what you think, but why. Alternatively, you may choose to use a double entry journal, in which you create a two column table. In the left-hand column, you will quote **two separate excerpts** from the text for the week. In the right-hand column, you will include your reaction/connection to the excerpt:

Your responses will be graded on the depth of thinking evident in the entries. Responses should be typed, printed and brought to class each week. Late posts will not be accepted as the intention of this assignment is to be prepared for in-class discussion.

2. **Children’s Book Share**
   For this assignment you are to select a children’s social studies/science book. Read this book and share highlights of it with the class. Below are some questions for you to address as you share your book. You do not have to address all the questions but focus on one or two that pertain most to your particular book. You need to mark specific places in your book with post-it notes so you can share portions easily. You might want to share an illustration or a particular passage that helps you in answering some of these questions. Limit your sharing time to no more than 10 minutes (including questions and comments).
   - What voices does your book highlight that have been marginalized or silenced in the past?
   - In what ways does your book show history as a movement involving many different people (as opposed to history as a story of a few select individuals)?
   - In what ways does the author use primary source documents?
   - In what ways does your book portray the nature of history or science, e.g. interpretive, controversial, incomplete?
   - In what ways does your book examine an issue using different perspectives, e.g. how different people viewed an event or problem from varying points of view?
   - Does the book encourage an inquiry stance?

Write a 1 page handout to distribute to your classmates that gives appropriate bibliographic information and summarizes the key points in your oral presentation.

3. **Cross-curricular unit**
   This project can be done in groups of three to four students, and I highly recommend doing so as it tends to make the planning and reflection both richer and easier, as well as mimicking the team planning that takes place in many schools.
   - In preparation for the inquiry unit, you will create a cross-curricular, age-appropriate “text” set related to your topic of interest. The text set should include
no fewer than 25 resources for students to use (with or without your facilitation) and should include a variety of media, including, but not limited to, books of various genres, magazine articles, websites, audio files, images, video files, computer programs, pamphlets, and etcetera. (10 points)

○ You will outline an inquiry unit matrix using the provided template which will include key information for at least 5 cross-curricular lessons, integrating literacy and at least one other subject area. The matrix will include the following information for each of the lessons: title, objective(s), literacy standards, content-area standards, “text” set resources, strategy to be used, and a synopsis of the lesson. (10 points)

○ Each group member must either teach one lesson, co-teach one lesson with a group member, or be present to observe one lesson being taught. For the lesson, you will transcribe 8-10 minutes of student talk, and write a 2 page paper analyzing both their talk and the lesson as a whole. The transcription and reflection pieces must be done individually, with each group member selecting different parts of the discussion to transcribe and reflect on. (10 points)

○ The group will turn in one outline of the inquiry unit and one annotated resource/text set.

4. Professional Inquiry

You will choose an area of inquiry related to cross-curricular literacy and inquiry. With a group, you will then research your topic by identifying specific questions to explore. For instance, the broad topic of Literacy across Social Studies might include the following questions: How might I use primary source documents to cultivate an inquiry stance in my classroom? How might I foster exploratory conversations in my classroom? How might I use the sketch-to-stretch strategy to encourage different interpretations of events? How might I use pieces of children’s literature to support children to explore issues from different points of view? Thus, each person needs to develop his/her own research question under their group’s larger topic.

○ Each member of the group is responsible for locating, reading and discussing at least three journal articles or book/book chapters for their research question. (10 points)

○ As a group you will consolidate the resources on your topic by creating a website/wiki/webquest and present to class your group’s main findings from readings. Your presentation should last about 40 minutes. (20 points)

○ Develop a handout for the rest of the class that includes a list of the readings you did as a group, as well as any additional resources or websites that you found valuable. Also list the key ideas that you gained from your readings and discussions. (5 points)

○ Submit to me a list of group members and what contributions each person made to facilitate the work of the group.

CLASS POLICIES

You are expected to attend all classes and are responsible for material covered in all classes. During class you will be engaged in a variety of activities that require you to learn in a collaborative manner; therefore, your participation and preparedness are
necessary. Any absences must be discussed with the instructor in advance, and attendance will affect your grade. Portions of classes missed will be recorded and will contribute to total absences. Each student is allowed one absence should unavoidable circumstances arise. For each subsequent absence, your final grade will be lowered (two percentage points for the second absence, four for the third, and so on). Because much of the learning in this class will be social in nature, three or more absences (which would constitute 20% of total class time) may result in failing the course.

Cell phones and beepers are to be turned off during class.

EVALUATION AND GRADING

College of Education Grading Policy

“The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. For undergraduates and post-degree students, C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. For graduate students, B grades will be awarded for satisfactory work, and A grades will be awarded for outstanding performance. Please note that there will be a distribution of grades from A-E within the College of Education.”

Please note that completion of work makes one eligible for a grade. It is the quality of the work that determines what that grade is. Completed work of very poor quality will result in a failing grade. Satisfactory completion will result in a grade of B. Grades of B+ and A- are reserved for work that goes beyond “acceptable” or “satisfactory” with A grades reserved for outstanding work.

Form/format is evaluated for all assignments. F/F is not assigned a rubric grade but is applied to the final rubric average for an assignment. If F/F is unsatisfactory the final average for the assignment will be lowered based on the extent to which F/F is unsatisfactory.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Responses to Reading (Talking Points)</td>
<td>20% (4 points x 4 + 4)</td>
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<tr>
<td>Children’s Book Share</td>
<td>10%</td>
</tr>
<tr>
<td>Cross-Curricular Inquiry Unit</td>
<td>30% (10+10+10)</td>
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<tr>
<td>Professional Inquiry</td>
<td>35% (10+20+5)</td>
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<tr>
<td>Attendance/Participation</td>
<td>5%</td>
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<td>Total</td>
<td>100%</td>
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### FINAL GRADES

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<th>Grade</th>
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<tr>
<td>A</td>
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<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>88-89</td>
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<td>B</td>
<td>84-87</td>
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<tr>
<td>C+</td>
<td>78-79</td>
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<tr>
<td>C</td>
<td>74-77</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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### RELIGIOUS HOLIDAYS

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

### STUDENT DISABILITIES SERVICES

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (Videophone use only). Once your accommodation is in place, someone can meet with you privately to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.

### ACADEMIC DISHONESTY -- PLAGIARISM AND CHEATING

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct (http://www.doso.wayne.edu/student-conduct-services.html).

Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.
Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.

Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

Plagiarism: To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

Other forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute on the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

COURSE DROPS AND WITHDRAWALS
In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Pipeline. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: http://reg.wayne.edu/pdf-policies/students.pdf

STUDENT SERVICES
The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).

The Writing Center is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit http://clasweb.clas.wayne.edu/writing to obtain information on tutors, appointments, and the type of help they can provide.
NOTE: This is a living document and subject to revision.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1/8</td>
<td>Course Introduction and an Introduction to Inquiry</td>
<td>Review the three websites listed below</td>
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<tr>
<td></td>
<td>- Generate broad inquiry topics</td>
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<tr>
<td>1/15</td>
<td>Content Area Literacy</td>
<td>Ch. 1</td>
<td>Finalize Inquiry Topic</td>
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<td></td>
<td>- Meet with inquiry groups and discuss prior knowledge, possible sub-questions, possible sources</td>
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<td>Talking Points #1 due</td>
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<tr>
<td>1/22</td>
<td>Why Cross-Curricular Literacy?</td>
<td>Ch. 12</td>
<td>Finalize CCU topic</td>
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<td></td>
<td>- Cross Curricular Unit</td>
<td>Frank et al. Ch. 1</td>
<td>Inquiry Sub-Questions due</td>
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<tr>
<td>1/29</td>
<td>Language and Diversity</td>
<td>Ch. 2</td>
<td>Talking Points #2 due</td>
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<td></td>
<td>Bring Resource #1 for Inquiry *</td>
</tr>
<tr>
<td>2/5</td>
<td>Creating the Environment &amp; Planning</td>
<td>Ch. 3 &amp; 4 (Jigsaw)</td>
<td>Text Set for CCU due</td>
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<tr>
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<td></td>
<td>Bring Resource #2 for Inquiry *</td>
</tr>
<tr>
<td>2/12</td>
<td>Assessment of Students and Texts</td>
<td>Ch. 5</td>
<td>Children’s Book Share</td>
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<tr>
<td>2/19</td>
<td>Pre-reading Strategies</td>
<td>Ch. 6</td>
<td>Children’s Book Share</td>
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<tr>
<td>2/26</td>
<td>Comprehension and Text Structure</td>
<td>Ch. 7</td>
<td>Talking Points #3 due</td>
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<td>CCU Unit Matrix daft for peer feedback</td>
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<tr>
<td>3/5</td>
<td>Vocabulary</td>
<td>Ch. 8</td>
<td>CCU Unit Matrix due</td>
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<td>Bring Resource #3 for Inquiry *</td>
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<tr>
<td>3/12</td>
<td><strong>SPRING BREAK—NO CLASS</strong></td>
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**NOTE: This is a living document and subject to revision.**

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Ch.</th>
<th>CCU Lesson</th>
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<tbody>
<tr>
<td>3/19</td>
<td>Reflection and Critical Reading</td>
<td>Ch. 9</td>
<td>Transcription and Reflection</td>
</tr>
<tr>
<td>3/26</td>
<td>Writing</td>
<td>Ch. 10</td>
<td>Talking Points #4 due</td>
</tr>
<tr>
<td>4/2</td>
<td>AERA Conference</td>
<td>Work on website/wiki</td>
<td>Add additional resources to the Resource Organizer and to your group inquiry website</td>
</tr>
<tr>
<td>4/9</td>
<td>Media and Visual Literacy</td>
<td>TBD</td>
<td>Work on website/wiki</td>
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<tr>
<td>4/16</td>
<td>Inquiry Projects</td>
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<td>Groups 1, 2, &amp; 3 Presentations</td>
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<td>Group Contribution Log</td>
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<tr>
<td>4/23</td>
<td>Inquiry Projects</td>
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<td>Groups 4, 5, &amp; 6 Presentations</td>
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<td>Group Contribution Log</td>
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</tbody>
</table>

* After class, add a link to document/resource and upload the required information for the reading number indicated to your Resource Organizer on your group inquiry website.
ARTICLES and LINKS

First Class


References
(These are suggestions you might use in your professional inquiry project)


