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### EDU 481.R01: Content Area Literacy SERV

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# **EDU 481.01: Content Area Literacy SERV**

Spring Semester 2021  
Tuesdays, 4:00-6:20 PM  
Remote synchronous

## **1. Instructor Information**

**Instructor:** Scott Hohnstein, Ed.D.

**Office:** PJWEC 324 and virtual through zoom

**Email:** scott.hohnstein@mso.umt.edu

**Virtual Office Hours:** Thursdays, 1:30-3:00 or by arrangement

## **2. Purpose of the Course**

In this course, we draw on sociocultural and developmental frameworks to explore how teachers can promote the enhancement of literacy skills in instructional practices across all content areas. We discuss the nature of literacy practices in and across classrooms, disciplines, and communities. Several elements are included in our examination of literacy: critical reflections on our own and others' literacy development; examination of a variety of theories, models, and strategies for literacy instruction and assessment; and attention to the development of our writing skills. We will also explore students' foundations of literacy and learning, examining the process by which middle and high school students develop literacy within specific content areas in an effort to understand strategies for adolescents' literacy development more holistically. We also attend to important pedagogical concepts for teaching successfully in multilingual classrooms. Finally, we engage in an exploration of the role of literacy in equitable education for all students. Through a service learning component, this course includes an emphasis on field and action research as a way to inform and improve instructional practice.

## **3. UM Service Learning Definition**

This course is designated as a Service Learning course. During this semester, you will engage in a service learning project that will help you examine literacy and diversity while providing a service to the community. Service Learning is a method of teaching and learning in which students, faculty, and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community, as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students' understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

#### 4. Student Learning Outcomes

By the end of this semester you will:

1. Expand definitions of literacy by analyzing its social and cultural influence on a diverse and multicultural society;
2. Define how students develop literacy most effectively and apply this knowledge to classroom methods and activities;
3. Create a variety of meaningful classroom activities, materials, and resources for future use;
4. Demonstrate teaching strategies that guide and assist learning, foster critical thinking, and incorporate literacy skills;
5. Explain the connections between literacy skills and content knowledge and examine texts (broadly conceived) that foster these connections;
6. Activate a variety of ways to assess student literacy skills and plan for instruction accordingly;
7. Undertake field research as a method for improving classroom practice and for engaging in service learning;
8. Develop and reinforce the practice of critical reflection in your professional life;
9. Challenge and reinforce your own beliefs and feelings about teaching and participating in a democratic society.
10. Give and take care.

#### 5. Required Texts

Buehl, D. (2014). *Classroom strategies for interactive learning* (4<sup>th</sup> ed.). Newark, DE: International Reading Association.

Dana, N. F. (2013). *Digging deeper into action research*. Thousand Oaks, CA: Corwin. **(Recommended)**

Redniss, L. (2010). *Radioactive: Marie & Pierre Curie, a tale of love & fallout*. New York, NY: It Books.

Zwiers, J. (2014). *Building academic language: Meeting common core standards across disciplines* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.

**\*\*Note that the Zwiers book is available digitally through the Mansfield Library website.\*\***

Additional articles required for this course will be available electronically through our Moodle shell online available at [www.online.umt.edu](http://www.online.umt.edu). **Please have a copy of course texts and assigned articles (either digital or hard copy) available during class on the day they are due to be read.**

## 6. Course Policies

### *Course Management System*

This course includes an online supplement in Moodle. On our course page you will find required readings and related course documents. Assignments will be submitted electronically in Moodle. Acceptable digital file types are .doc and .pdf. Please do not submit links or invitations to view cloud documents. Microsoft Office 365 is available free to all students through Information Technology Services. You may contact this office at [www.umt.edu/it/](http://www.umt.edu/it/). Please be professional in your work.

### *Late Assignment Policy*

You are expected to meet each due date listed on the course syllabus. Points will be deducted from the scores of assignments that are turned in late. If you will not be able to meet a course deadline, it is your responsibility to discuss this with Scott in advance of the due date. Please communicate with tact and efficiency.

### *Support for Students with Disabilities*

If you have a documented disability and need accommodations to reach your academic potential, please contact the instructor or the Office of Disability Services for Students at <http://www.umt.edu/dss/> during the first few weeks of the course. Please advocate for your potential.

### *Academic Honesty*

All students must practice academic honesty. Academic misconduct is subject to penalty by the course instructor and/or disciplinary sanction by the university. All students must be familiar with the Student Conduct Code. The code is available for review online at <http://www.umt.edu/student-affairs/dean-of-students/default.php>. Please practice honesty and integrity.

### *Technology Policy*

I encourage you to use your laptop or tablet to take notes or to recall readings during class. Personal internet or phone usage, such as checking email or Facebook, is not permitted during class time. Cell phone use is not permitted during class time. If it is essential that you must make or take a call, please be courteous and respectful to all in class.

## 7. Course Grading

Percentage Range	Grade
94% and above	A
92-93%	A-
89-91%	B+
85-88%	B
82-84%	B-
75-81%	C
74% and below	No pass

Please keep a record of your own performance. It is a good idea to keep a copy of work and assignments submitted to me as I will make sure to provide you with thorough feedback for each assignment's score.

## 8. Course Activities

Assignment	Percentage of Course Grade	Due Date
Attendance and Participation	20%	ongoing
Strategy Demonstration	20%	ongoing
Interdisciplinary Unit Plan	15%	February 23rd (Week 7)
Field Research Project		
Inquiry Brief	15%	March 9 <sup>th</sup> (Week 9)
Annotated Bibliography	15%	March 30 <sup>th</sup> (Week 12)
Field Research Presentation	15%	April 20 <sup>th</sup> (Week 15)
Total	100%	

### *Attendance and Participation*

*20% of course grade*

As a member of a learning community, your presence is valued, valuable, and necessary. When you are not present in class, you limit not only your own learning, but also your contributions to the learning of your classmates. For this reason, please attend class ready to engage and enliven our readings and work. You are expected to participate fully in discussions and class activities. Please notify the instructor if you will have to miss a class. Please email or inform Scott before the class you will miss. Missing class can result in a deduction of your attendance and participation grade. Please compel our learning.

### *Strategy Demonstration*

*20% of course grade*

The purpose of this assignment is for you to demonstrate a literacy strategy while leading a discussion about the assigned readings. You will choose one literacy strategy from a given list of strategies drawn from our course text *Classroom Strategies for Interactive Learning*. This strategy will also apply to a specific assigned chapter or articles for that week. You and your group members will prepare a 30-minute lesson for the rest of the class during which you will teach and demonstrate the strategy by deepening our understanding of the day's topics as related to the readings. In preparation for this lesson, you and your group members will prepare a lesson plan according to the lesson plan template provided for you in class. Email Scott your lesson plan by Monday at 5:00pm before your lesson. Please apply these strategies with verve.

### *Interdisciplinary Unit Plan*

*15% of course grade*

Working with an assigned multidisciplinary group of your peers, you will construct an interdisciplinary/integrated unit that attends to general as well as content-specific literacy practices and accommodates students' diverse learning needs. Units will be organized around the central text *Radioactive*. Please integrate and enliven.

### *Field Research Project*

*45% of course grade across the three parts*

Using your service learning site as your research site, you will develop a question related to students' literacy, diversity, and content knowledge. This project is divided into several parts over the course of the semester.

### ***Inquiry Brief***

*15% of course grade*

Using the examples in *Digging Deeper into Action Research*, you will develop an inquiry plan. Your inquiry plan will include your wondering/research question, at least three data sources (one of which will be the published literature), a timeline for your research, and clear connections to both literacy and diversity.

### ***Annotated Bibliography***

*15% of course grade*

To support your inquiry, you will read published research related to your wondering and write an annotated bibliography with sources from outside of the class readings. In the analysis, you will analyze the literacy and diversity structures in place within your service learning site and apply some specific strategies from your annotated bibliography to discuss how they might work within your research context based on course themes: language, including English Language Learners, literacy, diversity, multiculturalism, and teaching for social justice.

### ***Field Research Presentation***

*15% of course grade*

Using the data you have collected and analyzed throughout the semester, you will prepare a presentation of your findings and recommendations to your peers. You will also prepare a one-page handout that details your recommendations, possible next steps, and resources that would be helpful in the implementation of your action plan.

## **9. Graduate Option**

If you are taking this course for graduate credit, you will complete an additional project of your choice. The options listed below are a few suggestions, but you should ultimately choose a graduate project that will be most beneficial to you in your career and educational paths. You are welcome to propose a project that is not listed here. No matter how you choose to complete this work, please email Scott about your decision. Here are a few options to get you started:

1. Extend your annotated bibliography for your field research project to include seven sources instead of four. This would give you additional research to draw on for your final presentation.
2. Write a paper based on your field research. Everyone will have to create a one-page handout with their findings, but if you choose this option, you would write a fuller analysis of the findings of your study and your recommendations.
3. Propose a conference presentation related to literacy in your content area. You do not have to actually present at a conference (that would be awesome!), but this proposal would outline your presentation at a professional conference in your content area.
4. Develop a unit of study that incorporates the literacy strategies exemplified during class in your content area. Write at least five connected lesson plans that use literacy in your content area.
5. Please feel free to share other ideas.

## 10. Course Schedule

Please note the course schedule and readings are tentative and subject to change.

Date	Topics	Readings and Reminders	Activities Due
<b>Week 1</b> <b>Jan. 12</b>	<b>Introductions and Syllabus</b>  <b>Planning for the Service Learning Requirement</b>	Please begin thinking about where you would like to conduct your Service Learning Research Project.	
<b>Week 2</b> <b>Jan. 19</b>	<b>What Is Literacy?</b>  <b>What Is Action Research?</b>	<b>For Today:</b> <ul style="list-style-type: none"> <li>• On Moodle: Gee, “Literacy, Discourse, and Linguistics: What Is Literacy?”</li> <li>• On Moodle: Delpit, “The Politics of Teaching Literate Discourse”</li> <li>• Dana, Chapter 1, “Why Do Teacher Research Anyway?”</li> </ul> <b>Strategy Demonstration Demo.</b>	
<b>Week 3</b> <b>Jan. 26</b>	<b>Language, Diversity, and Identity</b>  <b>Indian Education for All resources</b>	<b>For Today:</b> <ul style="list-style-type: none"> <li>• Zwiers, Chapter 1, “Understanding How Students Use Language”</li> <li>• On Moodle: Moll and Gonzalez, “Lessons from Research with Language-Minority Children”</li> </ul> <b>Strategy Demonstration 1</b>	
<b>Week 4</b> <b>Feb. 2</b>	<b>Literature in the Content Areas</b>  <b>Introduction to the Interdisciplinary Unit</b>	<b>For Today:</b> <ul style="list-style-type: none"> <li>• Redniss, L. <i>Radioactive</i></li> <li>• As you read, write five questions to facilitate discussion of this book as a reader, an expert in your discipline, and a teacher.</li> </ul>	
<b>Week 5</b> <b>Feb. 9</b>	<b>What Is Disciplinary Literacy?</b>  <b>Developing a Wondering</b>	<b>For Today:</b> <ul style="list-style-type: none"> <li>• On Moodle: Montana Common Core Standards for Disciplinary Literacy</li> <li>• Zwiers, Chapter 2, “Language Skills Required by the Common Core State Standards”</li> <li>• Dana, Chapter 2, “Developing and Fine-Tuning Your Wondering”</li> </ul> <b>Strategy Demonstration 2</b>	Have a piece of text from your content area in class today. (Lit. Endmt.: bring a text from m.s. or h.s. ELA)  Field Research Site Information due by 11:55 p.m. on Moodle

<b>Date</b>	<b>Topics</b>	<b>Readings and Reminders</b>	<b>Activities Due</b>
<b>Week 6 Feb. 16</b>	<b>Creating a Literate Environment in the Content Areas</b>  <b>Developing a Research Plan</b>	<b>For Today:</b> <ul style="list-style-type: none"> <li>• Zwiers, Chapter 3, "Cultivating Academic Language Acquisition"</li> <li>• On Moodle: Fisher and Frey, "Releasing Responsibility"</li> <li>• Dana, Chapter 3, "Developing and Fine-Tuning Your Research Plan"</li> </ul> <p style="text-align: center;"><b>Strategy Demonstration 3</b></p>	
<b>Week 7 Feb. 23</b>	<b>Teaching across Content Areas</b>	No reading for today. Work on your interdisciplinary units.	Interdisciplinary Unit due by 11:55 p.m. on Moodle
<b>Week 8 March 2</b>	<b>Academic Language in Use: Leading Classroom Discussion</b>	<b>For Today:</b> <ul style="list-style-type: none"> <li>• Zwiers, Chapter 5, "Facilitating Whole-Class Discussions for Content and Language Development"</li> <li>• Gambrell, "Shifts in the Conversation: Teacher-led, Peer-led, and Computer-mediated Discussions"</li> </ul> <p style="text-align: center;"><b>Strategy Demonstration 4</b></p>	Research question due by 11:55pm on Moodle
<b>Week 9 March 9</b>	<b>Speaking and Listening</b>	<b>For Today:</b> <ul style="list-style-type: none"> <li>• Zwiers, Chapter 6, "Academic Listening and Speaking in Small Groups and Pairs"</li> </ul> <p style="text-align: center;"><b>Strategy Demonstration 5</b></p>	Inquiry Brief due by 11:55 p.m. on Moodle
<b>Week 10 March 16</b>	<b>No Class</b>	Please enjoy the spring semester break day!	
<b>Week 11 March 23</b>	<b>Reading and Comprehension</b>	<b>For Today:</b> <ul style="list-style-type: none"> <li>• Zwiers, Chapter 7, "Language for Reading Complex Texts"</li> <li>• On Moodle: Tovani, "'Why Am I Reading This?'"</li> <li>• Dana, Chapter 4, "Analyzing Your Data"</li> </ul> <p style="text-align: center;"><b>Strategy Demonstration 6</b></p>	
<b>Week 12 March 30</b>	<b>Critical Literacy and Critical Thinking</b>	<b>For Today:</b> <ul style="list-style-type: none"> <li>• On Moodle: Keene, "The Essence of Understanding"</li> <li>• On Moodle: Alvermann, "A Hybrid Approach to Content Area Literacy"</li> </ul> <p style="text-align: center;"><b>Strategy Demonstration 7</b></p>	Annotated Bibliography due by 11:55 p.m. on Moodle



Date	Topics	Readings and Reminders	Activities Due
<b>Week 13</b> <b>April 6</b>	<b>Writing Across the Curriculum</b>	<b>For Today:</b> <ul style="list-style-type: none"> <li>• Zwiers, Chapter 8, “Language for Creating Complex Texts”</li> <li>• On Moodle: Daniels, Zemelman, and Steineke, “Writing to Learn”</li> </ul> <p style="text-align: center;"><b>Strategy Demonstration 8</b></p>	
<b>Week 14</b> <b>April 13</b>	<b>Assessing Literacy</b>  <b>Preparing for the Field Research Presentation</b>	<b>For Today:</b> <ul style="list-style-type: none"> <li>• Zwiers, Chapter 9, “Building Language Development into Lessons and Assessments”</li> <li>• On Moodle: Tovani, “Grading Is Killing Me”</li> <li>• Dana, Chapter 5, “Presenting Your Research”</li> </ul> <p style="text-align: center;"><b>Strategy Demonstration 9</b></p>	
<b>Week 15</b> <b>April 20</b>	<b>Field Research Presentation</b>		Field Research Presentation due by 11:55 p.m. on Moodle (Please read and post thoughts on your classmates’ research presentations by 11:55pm on Tuesday, April 27 <sup>th</sup> .)
<b>Thank you for being in this class.</b> <b>Please have a safe and happy summer!</b>			