Course Description
This course explores how to support students’ reading across disciplinary contexts. Special emphasis will be placed on analyzing the process of extracting and constructing meaning from text in the content areas. To better understand how students develop as readers, writers, and thinkers in the different academic disciplines we will examine the interactions among the reader, text, activity and sociocultural contexts in which reading occurs. Course discussions and assignments will also focus on theories of language and literacy development, ways of consuming as well as disseminating evidence based-practices, and how different models for reading and pedagogical approaches can inform instruction in the content areas for diverse learners.

Course Objectives
The essential objectives (which will be included in the IDEA online evaluation for this course) include the following:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
4. Learning to analyze and critically evaluate ideas, arguments, and points of view

Through class readings, lectures, discussions, presentations, reflection, sharing, and group and individual projects, students will:

- Understand the different language and literacy theories that inform quality reading instruction across contexts
- Understand the interactions among the reader, text, activity and socio-cultural context that influence successful reading comprehension for diverse learners
- Be able to identify characteristics of academic language
- Understand the opportunities and challenges of different text genres and modalities for diverse learners
- Apply these understandings to critique, design, assess and select appropriate evidence-based instructional practices for students from different linguistic, cultural, and economic backgrounds
- Build knowledge of a range of instructional strategies (with varying intensity) that support students’ reading and thinking across different content areas
- Be able to create and evaluate engaging, supportive, rigorous, literacy-rich and socially just learning context for diverse learners
Required Texts
The following texts are required for this course:


All other materials (articles, links, and chapters) will be provided either through the course website or via a library resources link embedded in the course schedule.

COURSE ASSIGNMENTS AND REQUIREMENTS
Class Participation and In-Class Assignments: 20%
Participating in class discussions and activities is essential for meeting the learning goals of this course, particularly given that your diverse experiences about how to build and integrate knowledge in the disciplines can contribute to the class’ deeper understanding of reading in the content areas. Students are expected to complete course readings before class on Wednesday. Thorough preparation is particularly important because the class discussions and activities will be designed to extend, critique, and supplement, as opposed to summarize the ideas in the readings.

Reading Response Assignments: 20%
Each week you will be required to complete a response to the readings that may include a written reflection, completion of a graphic organizer, etc. The purpose of these assignments will be to synthesize the readings based on your personal response or in consideration of the content you plan to teach. Assignments can be found on SAKAI and will be explained in class.

Lesson Plans – Before, After and During Reading Strategies: 30%
In order to support your future students and their disciplinary reading, you will prepare three lessons; one each on before reading strategies, after reading strategies, and during reading strategies. Incorporating the components of literacy-rich classrooms, you will articulate your objectives, the assessments you will use to assess whether students have mastered the material, as well as a rationale for your pedagogical choices. Whether you will be teaching in a science, ELA, math, social studies, or counseling context you should have your objectives and assessments address targeted topic knowledge, discipline-specific thinking, and language goals. The lesson plan template can be found on Sakai.

Final Project – Your Choice: 30%
This is an opportunity for you to design a project of your own choosing; a project that will further your understanding of content area reading instruction. You may consider attending a professional development workshop on content area reading; interviewing a content area teacher about his/her teaching practices related to content area reading; developing and presenting a mini-workshop on content area reading strategies; or...... Remember, this assignment is your choice. You will each have an opportunity to meet with me regarding your project; you must submit a proposal for this project by Wednesday, October 1. Final project is due on Wednesday, December 16.
Grading Scale
All students enrolled in CIEP 423 are expected to attend class, participate, and complete/submit work in a timely manner. Assignment of final grade is based upon the completion of course requirements using the following scale:

94-100……………….. A
91-93………………… A-
88-90……………….. B+
83-87……………….. B
80-82……………….. B-
77-79……………….. C+
73-76……………….. C
70-72……………….. C-
67-69……………….. D+
63-66……………….. D
60-62……………….. D-
59 and below………….. F

Additional Expectations for the Course
- Students may use computers, iPads, etc. during class BUT only for reasons related to class work.
- The course schedule is an initial tentative schedule and is subject to change. Please consult the SAKAI Website regularly for class notices, schedule updates, descriptions of assignments, and grading rubrics.
- Students will be expected to be prepared for class and have assignments ready to be uploaded to SAKAI on the dates listed. Assignments will not be accepted via email unless specifically requested by the instructor. Assignments handed in late may be accepted, but full points will not be awarded (each day late results in a letter grade decrease).
- Students may not re-do assignments or expect that extra credit will be accepted. If you require additional support please make an appointment for special help prior to the date an assignment is due, if extra assistance is needed.
- In class participation is central to student final grades. Student absences will be granted for family emergencies, religious holidays or illness. Students must provide a doctor’s note for such circumstances. Absences that are not accounted for based on these circumstances will result in a letter grade reduction in class participation points.
- If you have questions about assignments please email at least 24 hours in advance of an assignment deadline, with the understanding that emails sent on Friday after 5pm may not receive a response until Monday. These requirements are intended to support your starting assignments early and being able to complete assignments in a timely manner with the utmost quality.
- The quality of all assignments is expected to be consistent with normal expectations for graduate students. Written assignments must be word-processed using 1.0 line spacing, 12 point font, with one-inch margins. Grammar and spelling will be considered when grading assignments. Use APA for citing references. A good APA resource can be found at the Purdue Online Writing Lab http://owl.english.purdue.edu/owl/section/2/10/.
The School of Education’s Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community service agencies to enhance life-long learning in the Chicago area. By using this conceptual framework as a guide to teaching, candidates will be able to broaden their commitment to quality literacy practices:

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.
CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.
CF3: Candidates demonstrate an understanding of issues of social justice and inequity.
CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.
CF5: Candidates demonstrate technological knowledge and skills which enhance education.
CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.
CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.
CF8: Candidates apply ethical principles in professional decision-making.

The School of Education develops persons of conscience devoted to the service of others: “To make a living and to make a life.” Literacy empowers the individual to access knowledge for personal and professional growth. Literacy also includes a knowledge and integration of technology skills. The activities in CIEP 423 ensure students become proficient in these areas.

- **Knowledge** – develop knowledge of research-based literature practices to enhance teaching and communication.
- **Skills** – model effective reading, writing, speaking, and listening practices to refine literature instruction. Use these effective communication systems to build capacity for success in teaching a diverse population of learners.
- **Ethics** – use knowledge and skill to make reasoned decisions about what is just while simultaneously developing a professional and ethical understanding of what students need.
- **Service** – consider how your actions honor and serve others.

Dispositions

In this course you will also be assessed on dispositions. Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The descriptions for the expected behaviors for these dispositions can be found on the rubric posted in LiveText for this course and posted in SAKAI for this course.
Diversity
The goal within CIEP 423 is to facilitate an inclusive environment respectful of all cultures and people regardless of race, sex, gender identity, religion, ethnic background, socio-economic class, sexual orientation, and abilities. If you are a student who requires any special considerations, please inform the instructor during the first week of class. Linguistic, cultural and economic diversity will be topics specifically reviewed in this class with the expectation that students will engage in thoughtful and compassionate conversations that see diversity as a source of innovative ideas and creative accomplishments. The ideas and viewpoints of others will be respected.

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University Chicago faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml.

Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/.

Special Circumstances
Students who have any special needs or who may require considerations or modifications for any reason must contact the instructor personally during the first two weeks of the semester so that these considerations may be addressed.

Harassment
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/.
Technology
Throughout this course, we will consider how technology can support and enhance reading in the content areas. Class readings, assignments and discussions are intended to help you develop your own technological pedagogical content knowledge and informed opinions about technology integration specific to elementary/middle school classrooms.

Electronic Communication Policies and Guidelines
The School of Education faculty, students, and staff respect each other’s rights, privacy, and access to electronic resources, services, and communications while in pursuit of academic and professional growth, networking, and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A line to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf