CIRL 522- Literacy and Technology Across the Curriculum

Course Outline

1. COURSE NUMBER AND TITLE
   CIRL 522 – Literacy and Technology Across the Curriculum
   3 credits

2. COURSE DESCRIPTION

   Catalog Description: This course is required for students seeking secondary certification. Through theory, new media and technologies, and practical, hands-on experiences, students will gain an understanding of their roles as literacy teachers within their content area specialties. Ways to infuse literacy and technology into instruction, including reading, writing, and viewing, will be explored. Students will learn a wide variety of teaching and learning literacy strategies in the content areas that can be used with adolescent learners and they will select, plan and design materials for content area literacy instruction.

3. PREREQUISITES: CISE 505; CISE 510; CISE 512; CISE 514

4. COREQUISITES: CISE 520; CIRL 522; CISE 530

5. COURSE OBJECTIVES

   A. Current research, theory, trends, themes, and social, legal, and political issues such as the digital equity, copyright, special needs populations, first amendment & filtering, privacy and security issues in the teaching of literacy to adolescents (IRA Standard 1.1, 1.2; NJPTS 1, 2; WPUNJ B1, B2, B3, B4, ISTE/NCATE Technology Facilitator TF-V.C, V.D, VLA, VLE)

   B. A range of literacy curriculum and instructional practices and materials including technology-based practices for adolescent learners at different stages of reading and writing development and with special learning needs and differing cultural and linguistic backgrounds (IRA Standard 1.4, 2.2, 2.3, 4.1; NJPTS 3, 4, 6, 7; WPUNJ D4, D5, D6).

   C. How to enhance instructional practices through informal assessment and by integrating grade and content specific (NJCCCS) reading and writing strategies including study skills and comprehension monitoring strategies. (IRA Standards 2.3; NJPTS 4,5; WPUNJ D2, D3, D6).

   E. How to use instructional grouping options including individual, small-group, whole-class and computer based groupings to enhance and improve instructional
practices (literature circles, role playing, readers’ theatre, shared reading and writing, cooperative learning, recreational reading) that engage students in lifelong literacy habits (IRA Standards 1.4, 2.1, 2.2, 2.3, 4.4; NJPTS 4, 6; WPUNJ D2, D3, D4, D5).

F. How to use students’ interests, reading abilities and backgrounds as foundations for the reading and writing including student difficulties across grade levels and content areas (IRA Standard 4.1; NJPTS 4,6; WPUNJ D2, D3).

G. How to use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds (IRA Standard 4.2; NJPTS 4,6; WPUNJ C3, D4, D5, D6).

H. How to model reading and writing enthusiastically as valued lifelong activities and demonstrate how to select appropriate grade, interest, and ability-level multicultural literature for diverse learners (IRA Standards 2.3, 4.3, 4.4; NJPTS 6, 8; WPUNJ A2, D4).

6. STUDENT LEARNING OUTCOMES
Candidates will be able to:

A. Use current research, theory, trends, themes, and social and political issues in literacy teaching of adolescent learners to interview a freshman or sophomore, prepare a series of lesson plans, and reflect on this student in an essay. (IRA Standards 2.3, 5.2; NJPTS 1,8; WPUNJ B1, B2, B3, B4)

B. Use instructional grouping options and a range of instructional materials and practices, including technology-based practices, in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds to prepare lesson plans and critical issues presentations (IRA Standards 1.4, 2.1; NJPTS 4,6; WPUNJ D2, D3, D4, D5, D6).

C. Use computer-based grouping and non-print technology and media to prepare critical issues presentations (IRA Standards 2.1; NJPTS 6; WPUNJ D2, D3, D6).

D. Use knowledge and understandings of reading difficulties of adolescents to develop lesson plans that target students’ strengths and prepare critical issues presentations based on research. (IRA Standards 4.3, 4.4; NJPTS 4, 6; WPUNJ D2, D3).

E. Display positive dispositions related to reading and the teaching of reading by working with classmates and students, enthusiastically modeling proficient reading behaviors. (IRA Standard 5.1, NJPTS 8, 9; WPUNJ D2, D3)

7. TOPICAL OUTLINE OF COURSE CONTENT
A. Foundations of Literacy for Adolescent Learners
   a. Reading and writing philosophies
   b. Reading and writing as processes
   c. Reading and writing as communicated through texts
   d. Literacy demands and learning concepts
   e. Reading across the curriculum
B. Developing Meaningful Vocabulary for Adolescent Learners
   a. Effective vocabulary instruction
   b. Phonic and structural analysis
   c. Dictionary and thesaurus
   d. Analogies
   e. Word recognition

C. Reading Comprehension for Adolescent Learners
   a. Comprehension Processes: metacognition, utilizing prior knowledge, brain research, schema theory
   b. Comprehension strategies: adjusting reading rate, stance, cloze passage, KWL, DRTA, technology

D. Content Area Reading, Writing, and Study Skills for Adolescent Learners
   a. Relevant study methods
   b. Language and text patterns
   c. Research skills
   d. Graphic aids
   e. High stakes test taking strategies

E. Reading and Writing Assignments for Adolescent Learners
   a. Readability levels of literature
   b. Grouping for motivation
   c. Strategies for guiding content area reading
   d. "At-risk" learners
   e. Students with reading disabilities and difficulties
   f. Developing teaching units
   g. Independent reading
   h. Resource personnel in the regular classroom

F. Literacy Across the Curriculum
   a. Reading-writing across genres in all content areas
   b. Writing across the curriculum: process writing, workshops, learning logs, journals, research
   c. Oral presentations

G. Literacy Evaluation
   a. Norm and Criterion referenced tests
   b. Process and holistic assessment
   c. Portfolios
   d. Self-assessment
   e. Anecdotal Records
   f. Journal entries
   g. Check lists
   h. Rubrics
   i. Inventories

H. Critical Issues in Adolescent Literacy
   a. Censorship, Discipline and Control
   b. Politics and Literacy
   c. Plagiarism and Webquests
   d. Multiple Literacies including Visual and Critical Literacies

I. Advocacy and Social Justice Issues in Adolescent Literacy Learning
   a. Parental Rights
   b. Adolescent Literacy Rights
   c. No Child Left Behind, high stakes tests, and social justice issues
   d. Communication with stake holders including parents, students, colleagues, and politicians
8. TEACHING/LEARNING METHODS
   a. Lectures in class or online
   b. Asynchronous learning including online discussions—pair, small and whole
      group work
   c. Online demonstrations, presentations, conferencing
   d. Audio and videotapes
   e. Hands-on experiences
   f. Demonstration, modeling and analysis of various instructional formats
   g. Discussion of all presented topics and issues (in class/online)
   h. Online research on a contemporary issues
   i. Multimedia oral presentation
   j. Reading reflections and writing journals

9. METHODS OF STUDENT ASSESSMENT
   a. Attendance, participation, disposition (20%)
   b. Learning and Technology Memoir (10%)
   c. Media Review (20 %)
   d. Online Resources Evaluation Project (20 %)
   e. Curriculum Project- Lesson Plan and Presentation (20 %)
   f. Weekly Journals and Reading Reflections (10 %)

10. SUGGESTED TEXTBOOKS:

11. BIBLIOGRAPHY (see below)
12. Preparers’ Names and Date:
13. Original Department Approval Date: Spring 2005
15. Department Revision Approval Date:

BIBLIOGRAPHY


Selected On-Line Resources:

The Argus Clearinghouse: [http://www.clearinghouse.net/](http://www.clearinghouse.net/)
AskERIC: [http://ericir.sunsite.syr.edu/](http://ericir.sunsite.syr.edu/)
The American Association of School Librarians: [http://www.ala.org/aasl/](http://www.ala.org/aasl/)
Fairtest: [http://fairstest.org](http://fairstest.org)
International Society for Technology in Education: [http://isteonline.uoregon.edu/](http://isteonline.uoregon.edu/)
International Reading Association: [http://www.reading.org](http://www.reading.org)
International Reading Association online journal: [http://www.readingonline.org](http://www.readingonline.org)
National Association of Bilingual Educators: [http://www.nabe.org](http://www.nabe.org)
Rethinking Schools: [http://rethinkingschools.org](http://rethinkingschools.org)
Teachers of English to Speakers of Other Languages: [http://www.tesol.org](http://www.tesol.org)

Learning Technology Journals:
Distance Educator - [http://www.distance-educator.com/](http://www.distance-educator.com/)
eLearn - [http://www.elearnmag.org/index.cfm](http://www.elearnmag.org/index.cfm)
techLearning - [http://www.techlearning.com/content/](http://www.techlearning.com/content/)

Organizations:
Association for Educational Communications and Technology - [http://aect.org/](http://aect.org/)
Association for the Advancement of Computing in Education - [http://www.aace.org/](http://www.aace.org/)

Internet Resources
Cyber-ethics
A Visit to Copyright Bay - http://www.stfrancis.edu/cid/copyrightbay/
CERIAS K-12 Teacher Resources - http://www.cerias.purdue.edu/k-12/teachers/material_details.php
CyberSmart! Home - http://www.cybersmart.org/home/
Safe and Ethical Use of Computers - http://www.state.nj.us/njded/techno/htcrime/aup.htm

Software
Edmark.com - http://www.edmark.com/
Knowledge Adventure Studio Game Index - http://www.vugames.com/vug/studio_index.do?studioId=5
Riverdeep For Teachers - http://www.riverdeep.net/for_teachers/for_teachers.jhtml
Scholastic Teachers - http://teacher.scholastic.com/
Welcome to Learning Company Online Store - http://www.learningco.com

Teaching Resource Sites
America's Library - http://www.americaslibrary.gov/cgi-bin/page.cgi
BBC - Schools - Homepage - http://www.bbc.co.uk/schools/
Busy Teachers' Web site - http://www.ceismc.gatech.edu/busyt/homepg.html
Casa de Joanna French Resources - http://members.aol.com/jporvin/cs_fren.htm
EDSITement - http://edsitement.neh.gov/
education.com - http://www.education.com/home/index.jsp
eduScapes A Site for Life-long Learners - http://eduscapes.com/
Field Trips Site - http://www.field-trips.org/
Finding Information on the Internet Table of Contents - http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html
HICE Palm Pages - http://www.handheld.hice-dev.org/
iEARN Homepage - http://www.earn.org/
IPL Kidspace Culture Quest - http://www.ipl.org/div/kidspace/cquest/
K12Handhelds - http://www.k12handhelds.com/
LEARNWEB at Project Zero - http://learnweb.harvard.edu/
MarcoPolo Internet Content for the Classroom, providing professional development and lesson plans based on K-12 curriculum - http://marcopolo.worldcom.com/
Memory.Loc.Gov - http://memory.loc.gov/
New Jersey Department of Education New Jersey Core Curriculum Content Standards - http://www.state.nj.us/njded/cccs/
NJ PEP - http://www.njpep.org/
PBS TeacherSource - http://www.pbs.org/teachersource/
PrimaryGames.com - The Fun Place to Learn! - http://www.primarygames.com/
ProTeacher! The Web's Little Secret For Elementary School Teachers - http://www.proteacher.com/
SBC Pacific Bell Knowledge Network Explorer Online Learning Blue Web'n Homepage - http://www.kn.pacbell.com/wired/bluewebn/
Teacher Created Materials Free Stuff - http://www.teachercreated.com/free/
Teachers Network - http://www.teachersnetwork.org/
The Mailbox - http://www.theeducationcenter.com/cgi-bin/tec/guest.jsp
The Teacher Channel offers lesson plans, teaching worksheets and free stuff for teachers - http://school.discovery.com/teachers/
Think.com - http://www.think.com/
Welcome to AOL@SCHOOL - http://school.aol.com/
The WebQuest Page at San Diego State University - http://webquest.sdsu.edu/
WebQuests - http://sesd.sk.ca/teacherresource/webquest/webquest.htm