

SYLLABUS
Aurora University
Course Number: OEDP 5086
Reading/Literacy Strategies
to Support CTE / Content Learners
3 Semester Hours of Graduate Credit

Instructor: Dr. Ruth E. Badal (rbadal1075@sbcglobal.net)

1. Catalog Description

Middle and high school teachers of CTE, mathematics, and English teachers will examine practical strategies, develop lesson plans, and utilize online tools to improve students' comprehension of textbook and CTE materials in order to improve achievement across the curriculum.

2. Course Overview

This course is designed for high school and middle school Career and Technical Education mathematics and English teachers. They will examine strategies to improve student reading performance and achievement. Practical strategies, specific lessons and activities will be developed to improve classroom performance and increase workplace employability skills. Participants will identify strategies to help students comprehend reading expectations. Instructional strategies will include incorporating online technology tools that develop career awareness and connect classroom reading to the world of work.

3. Student Learning Objectives

As a result of this course the participant will:

- 3.1 develop an understanding of contextual learning.
- 3.2 deepen their understanding of CTE vocabulary and reading structures, i.e., seeing unifying ideas, learning to reason and justify, solving problems strategically, and making connections among ideas in multiple forms.
- 3.3 develop strategies to promote student transfer of knowledge as they apply what they learn from CTE texts and make it meaningful through writing and reasoning.
- 3.4 link reading strategies with real-world applications utilizing KeyTrain software.
- 3.5 develop an understanding of best practices and instructional strategies applicable to a reading strategy lesson plan.
- 3.6 learn how to utilize KeyTrain software in lesson design.
- 3.7 learn how to utilize Career Cruising software in lesson design.
- 3.8 identify online instructional tools and resources.
- 3.9 collaboratively demonstrate the ability to design instructional units or lessons.
- 3.10 align assessments with instruction and course objectives.

4. Teaching Method / Class Format

Class time will be divided into lectures, discussions, student presentations, group work, Internet integration, and research/practice.

5. Text and Required Readings

No textbook will be required. Readings will consist of articles and excerpts from works and will be provided in class. Internet resources will be used both within and outside of class.

Billmeyer, Rachael and Mary Lee Barton. *Teaching Reading in the Content Areas: If Not me, Then Who?*, 2nd Edition. Mid-continent Research for Education and Learning, Aurora, Colorado, 2002.

Tovani, Cris *Do I Really Have to Teach Reading?: Content Comprehension, Grades 6-12*. Stenhouse Publishers, 2004.

Career Cruising (www.careercruising.com)

Professional articles from Educational Leadership (ASCD), The Reading Teacher and the Journal of Reading (IRA)

Marzano, Robert J. *What Works In Schools: Translating Research into Action*, Association for Supervision and Curriculum Development, 2003.

KeyTrain / Work Keys. ACT. (www.keytrain.com)

6. Units of Work

Units of study will be integrated within each class session and will progress through the following topics:

- Reading and discussing pertinent articles dealing with cognitive learning theory in CTE instruction
- Developing strategies to engage students in CTE texts
- Examining online tools, i.e. Key Train, Career Cruising
- Vocabulary development strategies
- Collaborative unit/lesson design
- Reflective practice activities

7. Class Assignments

7.1 Create a curriculum map which connects Unit, Lesson Objectives, CTE concepts, and ISBE reading standards. **(15 points)**

7.2 Develop 2 vocabulary lessons utilizing two different strategies for the same words. using the seven elements of lesson planning identified in Building Academic Skills in Context: Testing the Value of Enhanced Math Learning in CTE.; This lesson plan will be **incorporated** into the final unit plan. **(15 points)**

- 7.3** Create an **enriched unit plan** illustrating the intersection of Career and Technical Education (CTE) course content, real-world applications, and reading strategies; **(TOTAL points – 50 points)**
- utilize **KeyTrain** software in unit plan and implementation. **(5 points)**
 - utilize **Career Cruising** software in unit plan and implementation. **(5 points)**
 - utilize strategies for development of **CTE vocabulary**, i.e. Frayer model, concept definition mapping, concept circles, semantic mapping, etc. **(10 points – select 3)**
 - incorporate 3 websites for review, reinforcement, extension, or development of skills as you plan your unit. **(5 points)**
- 7.4** Write a reflection on your professional growth based on: **(10 points)**
- gaining factual knowledge (terminology, classification, methods, trends)
 - learning to apply course material (to improve thinking, problem solving, and instructional decision making)
 - developing specific skills, competencies and points of view need by professionals in the field most closely related to this course
- 7.5** Attendance and participation **(10 points – missed session – minus 2 points)**

8. Evaluation and Procedures

Grading will be based upon quality of work with components weighted as follows. Grades are differentiated on the basis of quality. Quantity alone is not a significant factor for grader differentiation. Failure to meet the minimum requirements of the course in a timely manner will result in a grade of F. No credit nor course tuition refund will be awarded for the class.

Grading Standards	Total 100 points
Using cognitive theory to engage students in reflection (Assignment 7.1)	15
Math-in CTE lesson Plan & Assessment Questions (Assignment 7.2)	15
Enriched unit plan unit - incorporating on-line tools and vocabulary Strategies (Assignment 7.3)	50
Professional reflection (Assignment 7.4)	10
Attendance and participation (Assignment 7.5)	10

A= 100-93

B= 92- 85

C= 84- 75

Below 75 = Failure

Rubrics

Curriculum Map of Unit (15 points total)

	4 - 5 points	2 – 3 points	1 point
Course content / skills	Clearly identifies major CTE skills and concepts.	Identifies general concepts of unit content	Identifies minimal skills
Reading skills	Clearly identifies most salient content / skills embedded in unit of study and aligns strategies with the application of course content.	Identifies general content / skills embedded in unit of study but does not align strategies with application of course content	Identifies very general content / skills embedded in unit of study.
Standards	Aligns CTE content with ISBE reading standards by number and statement	Aligns CTE content with ISBE reading standards by number only .	Has great difficulty in aligning course content with Standards.

Vocabulary Lesson Plan (15 points)

4 - 5 points	2 – 3 points	1 point
Clearly identifies essential vocabulary germane to the unit lesson and explains why these are the essential vocabulary words.	Identifies general vocabulary for lesson plan and gives a satisfactory explanation of why these words were selected.	Information to introduce vocabulary lesson is minimal and no reasons for selection are included.
Clearly and explicitly develops 2 different lesson plans for essential vocabulary. 14– 15 points	Adequately develops 2 different lesson plans for general vocabulary 10 – 13 points	Adequately develops 1 lesson plan for general vocabulary. 1 – 9 points
Develops 4 – 5 appropriate vocabulary questions specific to the unit to be included in final unit assessment	Develops 2 – 3 appropriate vocabulary questions specific to the unit to be included in final unit assessment.	Develops one appropriate vocabulary question specific to the unit to be included in final unit assessment.

Reading Strategies Enriched Unit Plan for CTE classes (50 points)

	4-5 points	2 – 3 points	1 point
Prior Knowledge	Unit plan includes procedures to assess students' prior knowledge and incorporates learners' prior knowledge into unit design	Unit plan includes procedures to assess students' prior knowledge but minimally considers prior knowledge in unit design	Unit plan includes procedures to assess students' prior knowledge but there is no evidence of considering prior knowledge in unit design
Vocabulary Strategies	Incorporates 3 different vocabulary strategies to deepen students' understanding of CTE concepts 9 – 10 points	Incorporates 2 different vocabulary strategies to deepen students' understanding of CTE concepts 7 – 8 points	Incorporates 1 vocabulary strategy to deepen students' understanding of CTE concepts 1 – 6 points
Reading workplace requirements – Part I	Aligns CTE curriculum and reading comprehension strategies with workplace requirements using <u>KeyTrain</u> 3 times in unit plan.	Aligns CTE curriculum and reading comprehension strategies with workplace requirements using <u>KeyTrain</u> 2 times in unit plan.	Aligns CTE curriculum and reading comprehension strategies with workplace requirements using <u>KeyTrain</u> once in unit plan.
Reading workplace requirements – Part 2	Unit plan includes the use of Career Cruising to enhance lesson so students see connection to workplace skills	Unit plan includes the use of Career Cruising but does not help students understand WHY they are using it.	Lesson plan does not include the use of Career Cruising
On-line tools	Unit plan incorporates 3 different websites for review, reinforcement, extension, or development of appropriate reading skills .	Unit plan incorporates 2 different websites for review, reinforcement, extension, or development of appropriate reading skills .	Unit plan incorporates one website for review, reinforcement, extension, or development of appropriate reading skills .
Teacher: Instructional strategies	Describes specific and varied instructional strategies that are research based and engage students in learning	Generally describes instructional strategies that are research based and engage students in learning	Instructional strategies are unclear and incomplete
Student: Activities / Projects	A clear description of student activities and projects is tightly aligned with stated learning objectives	A description of student activities and projects is generally aligned with stated learning objectives	A description of student activities and projects lacks alignment with stated learning objectives
Collaborative design process	Clear evidence of collaboration to define learning objectives, instructional strategies, and assessment procedures. Reflects upon constructive criticism and the design process	Generally participates in unit construction to define learning objectives, instructional strategies, and assessment procedures. Offers minimal comments or support in the design process	Limited evidence of collaborative participation to define learning objectives, instructional strategies, and/or assessment procedures

Professional Reflection (10 points)

	4 – 5 points	2 - 3 points	1 point
Quality of Reflection	1. Reflection clearly evaluates personal growth; 2. analyzes thinking and problem solving process that will be linked to implementing CTE course content with several new implementation strategies	1. Reflection generally evaluates personal growth; 2. includes some analysis of thinking and problem solving process that could be linked to implementing CTE course content with a new implementation strategies	1. Reflection provides a statement of opinion or reaction but lacks evaluation of personal growth or thinking and problem solving process. 2. Does not include analysis of thinking that indicates this process will be used in future planning.
Synthesis of course content AND Organization and Conventions	1. Clearly reflects how the course topics were applicable to the content of the learner’s setting. 2. Information is well organization with logical flow using appropriate conventions.	1. Generally reflects how the course topics were applicable to the content of the learner’s setting. 2. Information is well organized with logical flow but contains distracting errors in conventions.	1. Connection with course content is limited and somewhat linked to the learner’s setting 2. Information is disorganized and does not follow formal conventions.

Attendance & Collaborative Participation (10 points) missed class – minus 2 points

10 points (for 5 days)
Be a prompt and regular attendant; put cell phone on vibrate.
Participate actively and regularly in group work by offering ideas and asking questions. Listen respectfully when others talk, both in groups and in the class.

Aurora University
College of Education
Graduate Grading System

The graduate grading system was reviewed by Deans' Council and forwarded to the Academic Standards Committee as of 5 May 1992 for presentation to the Faculty Senate on 12 May 1992.

At the end of the course, letter grades are awarded as defined:

- A (4 quality points per course unit) Excellent. Denoted work that is consistently at the highest level of achievement in a graduate college or university course.
- B (3 quality points per course unit) Good. Denotes work that consistently meets the high level of college or university standards for academic performance in a graduate college or university course.
- C (2 quality points per course unit) The lowest passing grade. Denotes work that does not meet in all respects for college or university standards for academic performance in a course.
- F (0 quality points per course unit) Failure. Denotes work that fails to meet the graduate college or university standards for academic performance in a course.

9. Bibliography

See text and required readings above, item #5.

10. Attendance Policy

Attendance is mandatory for all scheduled classes and will be considered in determination of your final grade.

11. Academic Honesty

Students are expected to maintain academic honesty and integrity as students of Aurora University by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the student's receiving a zero for that test, assignment, or paper.

12. Final Examination Policy

The final project will be a unit plan and reflective paper. (See Course Assignments, item #7)

13. Academic Disability Act Compliance

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. Adaptations of teaching methods, class materials, including text and reading materials or testing, may be made as needed to provide for equitable participation.