

**TEACHING READING IN THE
CONTENT AREAS, GRADES 4-12
ED 322-1 SPRING 2009
MW 1:00 P.M., BAITY 304**

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Office hours – 1:00-5:00 p.m. MW; 3:00-4:00 TR

NOTE: In addition to my teaching load, I have several advisees and supervise clinical students and a student teacher out in the field, and I am the S-MSTA advisor, so it is preferable that you make an appointment to see me unless it is an emergency situation. **However, please feel free to e-mail or call at any time with questions or concerns about course assignments, etc. Please leave a voice mail if I do not answer and I will return your call as soon as possible.**

COURSE CATALOG DESCRIPTION: Teaching Reading in the Content Areas (Grades 4-12) is an analysis of methods for teaching reading/study skills within the instructional framework of content areas. The course provides a general coverage of methods for the fourth through twelfth grades. Prerequisite: Acceptance into the teacher education program (passed CBASE, 30 hours completed, GPA of 2.50).

RATIONALE: Reading is a complex task and teachers in all content areas play a critical role in assisting students in learning with texts of all types (printed, electronic, etc.). In addition, reading is an active process which requires teacher-student interaction. One of the responsibilities of teaching is to show students how to independently use reading and study techniques while they interact and learn with/from their texts. It is the intent of this course to allow pre-service teachers to become familiar with what is involved in teaching students how to get the most from their text reading experiences.

TECHNOLOGY AND THE CLASSROOM: To be successful in this course as well as in the teaching field, the student will need to be able to perform certain basic operations with the computer. (Students who have difficulty with computer assignments should contact the instructor immediately.) Students will be required to retrieve information from various websites (such as the Department of Elementary and Secondary Education) as well as from online journals for research of relevant topics. One or two PowerPoint presentations will be assigned over a relevant aspect of the course (i.e. strategy for teaching reading through content, etc.).

OVERALL COURSE GOALS:

1. Students will develop personal insight and knowledge in the use of effective teaching methods for teaching reading across the curriculum.

2. Students will integrate instruction across the disciplines, using traditional texts, fiction, nonfiction, poetry, and other texts to support learning for course content.
3. Students will develop authentic assignments based on strategies that will help students be more successful in exploring texts of all kinds to learn content material.

LEARNER OBJECTIVES:

1. Students will be able to critically assess content area textbooks. *(Performance Indicators 1.2.4.2, 1.2.3.2; Examine widely used textbooks in terms of organization, ease of reading, and the need for supplementation.)*
2. Students will be sensitive to differences among learners and their individual needs for supplementary texts to support learning of course content. *(Performance Indicator 1.2.3.2, 1.2.4.1, 1.2.4.2; Choose to develop non-text materials including fiction, nonfiction, poetry, the Internet, primary sources, magazines, newspapers, films, and other text to support content learning.)*
3. Students will develop authentic assignments using strategies to help students learn content material. *(Performance Indicator 1.2.1.2, 1.2.4.1, 1.2.5.1, 1.2.7.1; Develop authentic assignments corresponding to Missouri's Grade Level Expectations (GLEs), utilizing appropriate strategies to help students be more successful in attaining meaning in texts of all kinds.)*
4. Students will recognize the need for long-range planning and implementing instruction on authentic assessment. *(Performance Indicator 1.2.4.3, 1.2.8.1, 1.2.8.2, 1.2.8.3; Explore the need to predict planning and implementing instruction on authentic assessment, including observation.)*
5. Students will investigate how to integrate instruction across the disciplines. *(Performance Indicator 1.2.1.5, 1.2.7.3; Integrate instruction across disciplines, including structures such as parallel, interdisciplinary, and multidisciplinary integration.)*
6. Students will understand theoretical processes of literacy. *(Performance 1.2.1.1, 1.2.5.1, 1.2.11.3; Examine the underlying theoretical processes of literacy and determine how to transform them into strategies that enhance learning.)*

REQUIRED TEXT:

Daniels, Harvey and Steven Zemelman. (2004) *Subjects matter: every teacher's guide to content-area reading*. Heinemann, Portsmouth, NH

CONCEPTUAL FRAMEWORK:

The Division of Education/Health and Physical Education of Missouri Valley College believe that the teacher is a reflective practitioner. At all levels of preparation, the faculty is committed to preparing teachers who reflect in action as well as reflect upon action. In addition, the faculty believes our future teachers must construct their own meaning from both theory and knowledge of education as well as application and practice. We further believe that learning is a lifelong process, and we encourage our students to continue with professional development throughout their careers.

Anchored to current research, pedagogy and best practices, our conceptual framework is embedded in the belief that pre-service teachers be nurtured, prepared, and challenged to be caring, reflective, and competent professionals. Within their preparation, we

creatively incorporate technology, diversity issues, and the assessment of state/national proficiencies.

As part of the instructional result of taking this course, the pre-service teacher should understand these concepts. By referring to the Missouri Valley College Teacher Education Handbook, a greater degree of detail relative to these orienting statements can be gained.

COURSE REQUIREMENTS:

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|---|------------|
| 1. Attendance, participation, reflections | 300 points |
| 2. Trade book annotation and commentary | 100 points |
| 3. Teaching strategy presentations/handouts | 100 points |
| 4. Text/book critiques | 50 points |
| 5. Lesson plan | 50 points |
| 6. Book club participation | 100 points |
| 7. Semester portfolio | 200 points |

FINAL EXAM: **Wednesday, May 6, 2009, 1:00 p.m.**

Final exam schedules may not be changed by the instructor. As per college handbook instructions, students must plan transportation home (and other obligations) in accord with their final examination schedule. **We will plan to meet at this time.**

GRADING SCALE:

- 100-90 percent = A
- 89-80 percent = B
- 79-70 percent = C
- 69-60 percent = D
- 59% or below = F

TENTATIVE COURSE OUTLINE:

Last day to drop/add classes – January 16, 2009

Week #2 (January 12, 14)

- Class introductions/syllabus.
- Difficult reading assignment (samples); fiction and nonfiction.
- Chapter 1 – “Reading for Real.”
- Notes/discussion.
- Reflection journal assignment.
- Final portfolio discussion.

Martin Luther King Day – no classes – January 19, 2009

Week #3 (January 21 only)

- Chapter 2 – “How Smart Readers Think”
- Notes/discussion.
- Group activity (reading process).
- Collect reflection journal #1-2.
- Chapter five assignments for PowerPoint presentations (teaching strategies).

Week #4 (January 26, 28)

Trade book annotation/commentary assignment.
Chapter 3 – “Why Textbooks are Not Enough”
Research article assignment (your own subject area).
Notes/ discussion.
Textbook critiques.
Share research articles.

Week #5 (February 2, 4)

Chapter 4 – “Toward a Balanced Diet of Reading”
Notes/discussion.
Group activity – trade book critiques/middle school and high school.
Reflection journal 3-4 due.

Deadline for Praxis sign-up February 12, 2009. (Test date on March 14, 2009.)

Last day to declare pass/fail and withdraw “W” – February 13, 2009

Week #6 (February 9, 11)

In-depth focus on Strategies 1-6

- Think-Alouds
- Brainstorming
- Clustering
- KWL
- Anticipation Guide
- Reading Aloud

Week #7 (February 16, 18)

Preliminary lesson plans due.
In-depth focus on Strategies 7-12

- Dramatic Role Play
- Probable Passage
- Post-It Responses
- Coding Text
- Bookmarks
- Double-Entry Journals

Reflection Journal 5-6.

Week #8 (February 23, 25)

In-depth focus on Strategies 13-18

- Sketching
- It Says/I Say
- Say Something
- Exit Slips/Admit Slips
- Mapping (aka Graphic Organizers)
- Written Conversation

Final lesson plans due.

Midterm Week – March 2-6, 2009

Deadline for Spring Clinical and Student Teacher Applications – March 1, 2009

Week #9 (March 2, 4)

In-depth focus on Strategies 19-24

- Save the Last Word for Me
- RAFT (Retelling in Various Perspectives and Genres)
- Extended Projects
- Word Meaning Graphic Organizer
- Vocabulary Tree
- List-Group-Label

Reflection Journal 7-8.

Second 8-week classes begin – March 9, 2009

Midterm grades available by noon – Week of March 9, 2009

Week #10 (March 9, 11)

Chapter 6 – “How to Use a Textbook”

Notes/discussion.

Group critiques/sharing.

Research article #2 due.

Week #11 – Spring Break – March 16-20

Deadline for PRAXIS sign-up – March 26, 2009. (Test date on April 25, 2009.)

Fall 2009/Summer Registration – March 23-27 – sign up with advisor

Week #12 (March 23, 25)

Chapter 7 – “Building a Community of Learners”

Notes/ discussion.

Trade book sharing

Reflection journal 9-10.

Last day to declare pass/fail and withdraw “W” – April 3, 2009

Week # 13 (March 30, April 1)

Chapter 8 – “Independent Reading Workshop in Content Areas”

Notes/discussion.

Trade book sharing

Good Friday – April 10, 2009 – no classes

Week #14 (April 6, 8)

Chapter 9 – “Book Clubs”

Notes/discussion.

Book club assignment/selections

Begin book club work.

Reflection journal 11-12.

Week #15 (April 13, 15)

Chapter 10 – “Inquiry Units: Exploring Big Ideas”

Notes/discussion.

Group activity.

Research article #3.

Book club work.

Week #16 (April 20, 22)

Chapter 12 – “Recommendations from Reading Research”

Notes/discussion.

Reflection journal 13-14.

Book club work.

Discuss book club presentations.

Last day of classes – May 1, 2009; Stop Day/Study Day – May 4, 2009

Final Exams – May 5-8, 2009

Week #17 (April 27, 29)

Chapter 11 and Chapter 13 – “Help for Struggling Readers”

“What Our Students Tell Us”

Notes/discussion.

Book club work and final presentations.

Finish book club presentations.

Class portfolios due (including a section for each of the following: notes, lesson plans, trade book presentations, teaching strategies handouts, research articles, misc. handouts/book lists, etc.)

Portfolio sharing.

FINAL EXAM – May 6th, 1:00 p.m.

SYLLABUS CHANGES:

The syllabus presented at the beginning of the course is a basic overview of the class assignments, tests, and readings. **The addition or deletion of items in the syllabus may occur at the discretion of your instructor.** You will be notified in class when changes occur.

If, at any time, you have questions about additions, deletions, other changes to the syllabus, or assignment guidelines, please don’t hesitate to e-mail or call your instructor. (See e-mail address and phone numbers listed on the first page of the syllabus.)

LATE WORK: It is the philosophy of your instructor that in a pre-professional program at the college level that late work is not acceptable. This is conduct that will not be tolerated in your future workplace.

Athletes should contact the instructor prior to an absence due to extra-curricular participation for make-up work. In other cases, each student should call or contact the instructor by e-mail if he/she cannot be in attendance to find out what was missed. Late work will only be accepted on the date following an excused absence (documented illness, death in family), and then for a 10 percent reduction in points. **Major exams or**

presentations may not be taken/given other than on the date they are assigned and may not be “made up.”

MISSOURI VALLEY COLLEGE CODE OF CONDUCT:

It shall be the responsibility of every student enrolled at Missouri Valley College to support the academic integrity of the institution. This applies to personal honesty in all aspects of collegiate work, all student records and all contacts with faculty and staff. Academic dishonesty will not be tolerated.

It shall also be the responsibility of every student enrolled at Missouri Valley College to be respectful of the right of other students, staff and instructors to ensure a safe, peaceful atmosphere conducive to the educational goals of an institution of higher learning. Rude or disruptive behavior will not be tolerated.

Student actions that do not adhere to the MVC Student Code of Conduct will be addressed according to College policies regarding academic dishonesty and disruptive behavior. Students who exhibit dishonest, disruptive, or disrespectful behavior risk suspension or expulsion from the institution.

MISSOURI VALLEY COLLEGE SPECIAL NEEDS POLICY:

If a student has special needs as addressed by the Americans with Disabilities Act, the student should contact his/her instructor immediately. After the student has presented the necessary documentation and met with ADA Coordinator/Professor Jamie Gold (Baity 206-4), reasonable efforts will be made to accommodate the student's special needs.

MISSOURI VALLEY COLLEGE ATTENDANCE POLICY:

If a student misses more than 50 percent of a class at any given point in the semester, the student will be dropped from the class. This will be recorded as a withdraw fail (WF) on the student transcript.

ADMINISTRATIVE WITHDRAWAL:

Any student who misses two consecutive weeks of class will be administratively withdrawn from class. If the withdrawal takes place within the first six weeks of class, the student will receive a grade of “W.” If the withdraw takes place after the sixth week of class, the student will receive a “WF” or “WP.” The student will be notified of this action by the Registrar's Office. Readmission will be considered only for extenuating circumstances as approved by the Vice President of Academic Affairs and Registrar. In such cases, where readmission is approved, a readmit fee of \$350 will be charged. If a student drops below full-time status of 12 hours, financial aid may be adversely affected. Resident students dropping below 12 hours will be asked to move out of campus housing. NOTE: If you know that you want to drop or withdraw from a class, please see your advisor. Do not count on this policy to automatically withdraw you.

LATE REGISTRATION FEE:

Any student who has not completed the registration process and attended class by the end of the first day of class each semester will be assessed a \$50 late registration fee. In extenuating circumstances the fee may be waived with the approval of the Vice President of Academic Affairs or Dean of Admissions.

MISSOURI VALLEY COLLEGE ACADEMIC DISHONESTY POLICY:

Action will be taken as soon as an incident of academic dishonesty is discovered. If during an exam or quiz, the instructor will immediately take up the material, including all notes. Plagiarized work will be reported to the Vice-President of Academic Affairs.

The student is assigned an "F" (0) for the work and is informed of the action. The Division Dean will be informed and the Vice-President of Academic Affairs is given evidence and will make an appointment with the student. A letter from the Vice-President of Academic Affairs will be placed in the student's file. All such material shall be retained for the duration of the student's MVC career.

Whenever academic dishonesty is officially reported to the Vice-President of Academic Affairs, the files will be researched. If a previous incident is noted, the following action will be taken:

Second incident = student will be assigned an "F" in the current course.

Third incident = student will be dismissed from the College.

The student may appeal any of the actions above. Procedure for appeal is found below. NOTE: In cases of gross academic dishonesty, the student may be dismissed without the procedures stated above.

Any student may appeal an academic action taken against him or her. The appeal process is designed to resolve the problem at the lowest possible level. The process is as follows:

Step 1 – The student talks with the professor.

Step 2 – If the student is not satisfied with the outcome of the discussion, then the student should discuss it with his or her academic advisor. If the student wishes to pursue the appeal, then he/she should move to Step 3.

Step 3 – A written appeal should be made to the Division Dean who will investigate the matter and give a written response to the student within ten (10) days. If the student is not satisfied with the action of the Division Dean, he/she should proceed to Step 4.

Step 4 – A written appeal may be presented to the Vice-President of Academic Affairs, who will respond within ten (10) days. The Vice-President of Academic Affairs may refer the matter to the Academic Services Committee (ASC) for its recommendation.

