

**UNIVERSITY OF DETROIT MERCY  
COLLEGE OF EDUCATION AND HUMAN SERVICES**

CLASS: EDUC 478/578 TEACHING READING IN THE CONTENT FIELDS  
Sections D1

SEMESTER: FALL 2004

INSTRUCTOR: Nancy Gibney, Ph.D.  
Office Phone: 313-578-0945  
Office: Reno Hall - 217  
Office Hours: M 12:30-3:30  
Th 3:30-6:30 or by appointment

Email: [gibnr@aol.com](mailto:gibnr@aol.com)/[gibneynl@udmercy.edu](mailto:gibneynl@udmercy.edu)  
Fax: 1-313-578-0507

CREDIT: 3 Semester Hours

TIME&PLACE: Tuesday: 4:00 – 6:40 & 6:40- 9:10 Beaubien Middle School

TEXT: Secondary School Literacy Instruction - The Content Areas. Eighth Edition  
Roe-Stoodt-Burns. Boston: Houghton Mifflin Company, 2004.  
Teaching Every Child to Read – Frequently Asked Questions  
Hiebert, S., Paris, D., Pearson, V., Richardson, B., Taylor.  
CIERA, 2002

**COURSE DESCRIPTION:**

This course is designed to help teachers enable students to read, learn and study more efficiently and effectively from their specific content area textbook. The focus of content reading instruction is on reading to learn, not on learning to read. The course will focus on the reading level of both textbook and employ strategies to bridge the gap between the two. Reading techniques will be analyzed and evaluated in various subjects in order to apply new ideas to the classroom. Teachers will learn to be guides to information sources and to help students to produce knowledge and construct their own meaning. The content of the course will align with the Michigan Curriculum Framework's standards and benchmarks and the International Reading Association's guidelines. The scientifically based research in reading instruction that the National Reading Panel reviewed will be examined in depth.

**COURSE OBJECTIVES:**

1. Determine readability of written material to meet needs of students.
2. Understand a variety of ways to integrate instruction with assessment.
3. Determine suitability of materials to students.
4. Develop a knowledge of the reading skills necessary in various content areas and develop the ability to determine student achievement in those skills.
5. Select and prepare activities for teaching vocabulary, word recognition and critical thinking skills.
6. Describe strategies for improving comprehension before, during and after reading.

7. Develop an appreciation of the role of the content teacher as a facilitator of reading development.
8. Describe strategies for teaching study skills appropriate to various content areas.
9. Identify problem readers and adapt instruction so that they experience success.
10. Appreciation for the role of the content teacher as a facilitator of reading development.
11. Understand the nature of reading as a constructive process that involves interactions among the reader, text and context of the reading situation.
12. Understand how to collaborate effectively with other people.
13. Understand that reflective thought leads to professional excellence and adopt its use as a habit in teaching literacy across the content areas.
14. Understand the five essential research based components of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies.

### **CONCEPTUAL FRAMEWORK:**

The content of this course will revolve around the education department's conceptual framework which will be discussed and implemented in class.

- A *scholar* who use the research-knowledge base for teaching integrated with the liberal arts and science discipline:
- An *inquirer* who is skilled in decision-making and in ethical, critical, and reflective thinking; and
- A *moral agent* whose values reflect those of the University of Detroit Mercy and the Department of Education's Professional Code of Ethics.

### **COURSE REQUIREMENTS:**

1. Active participation in all class activities
2. All assignments are to be submitted on the date indicated. The submitted assignments may not be done over; they may only be submitted once. Late assignments will be accepted up to one week after the assigned due date but will result in a grade no higher than a C. They must be submitted at the beginning of the class session or they will be considered late. No assignments will be accepted if more than two weeks late.
3. Occasionally, an unannounced "pop" quiz will be given during the first or last ten minutes of class. **These quizzes will not be able to be made up.**
4. Attendance and tardiness will be taken each class session. Students are expected to attend each class session, come to class on time, and stay until the class has ended. Failure to do so will **adversely** effect your grade. Do not schedule appointments during class time.
5. Young children will not be permitted to attend class with you. Please make arrangements to have your children attend the child care center.
6. Class handouts will be brought only one time to class. Ask someone to pick up copies for you if you are absent.
7. Opportunities for extra credit will be provided throughout the semester.
8. Cell phones must be turned off during class

**General Methodology:**

- Lecture
- Discussion
- Strategy demonstrations
- Individual/small group activities and presentations
- Outside speakers
- Technology/AV
- Hands on activities

**PROFESSIONAL ORGANIZATIONS TO JOIN/PUBLICATIONS TO READ  
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Students are encouraged to become members of professional organizations

- Michigan Reading Association
- International Reading Association
- National Council of Teachers of English
- Association for Supervision and Curriculum Development
- Wayne County Reading Council
- Detroit Metropolitan Reading Council

**Course Assignments:**

Strategies for Increasing Comp. Literacy Unit	30 points
Corrective Reading Series Review	50 points
Class Participation	20 points
Ciera Reviews	10 points
Michigan Curriculum Vignette	50 points
<b>Term Paper (grads only)</b>	30 points

**GRADING SCALE**

**Undergraduate**

<b>A</b>	<b>171-190</b>
<b>B</b>	<b>155-170</b>
<b>C</b>	<b>136-154</b>
<b>D</b>	<b>117-135</b>
<b>F</b>	<b>116-below</b>

**Graduate**

<b>A</b>	<b>202-220</b>
<b>B</b>	<b>180-201</b>
<b>C</b>	<b>158-179</b>
<b>D</b>	<b>136-157</b>
<b>F</b>	<b>135-below</b>

**COURSE ASSIGNMENTS:**

Each student will be required to complete the following assignments. Proofread your work for spelling and grammatical errors as points will be taken off for those types of careless mistakes. (Each error beyond five will lower your grade by one-half a letter grade). **All assignments must be typed.** Please make sure to make a copy for yourself of each assignment to be evaluated.

\* The instructor encourages students to consult with her whenever necessary during the semester.

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**ASSIGNMENT: STRATEGIES FOR INCREASING COMPREHENSION**

**DUE 10/12** You will teach and actively involve the class in using a strategy that will increase students' understanding of what they read.  
Details to be provided.

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**ASSIGNMENT: LITERACY UNIT**  
**DUE 12/07**

Students will be responsible for writing and developing a literacy unit using a tradebook to teach learners a variety of skills and strategies. Details to be provided.

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**ASSIGNMENT** **TEACHING EVERY CHILD TO READ – FREQUENTLY ASKED**  
**See tentative** **QUESTIONS**  
**calendar** Reflections and summaries for 10 literacy topics and how they relate to your classroom experiences.

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**ASSIGNMENT** **OPEN COURT/ CORRECTIVE READING REVIEW**  
**DUE 10/26** A summary of the various components of the reading program(s) and how they are used. Details to be provided

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**ASSIGNMENT** **MICHIGAN CURRICULUM FRAMEWORK VIGNETTE ANALYSIS**  
**DUE 11/09** Students will analyze vignettes using the MCF standards and Benchmarks. Details to be provided.

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**TERM PAPER (EDUC 578/Graduate Students Only)**

A five to ten page paper on a current topic in the area of literacy in the content areas. Find five to ten current references dealing with one of the topics. The majority of these references are to be from professional journal articles. References must be no earlier than 1995. You are to present a scholarly investigation of the topic. Basic outline of paper should follow this format:

- a. State the key ideas the paper will deal with
- b. State what your sources have to contribute. In some cases it will make sense to completely deal with one source before introducing the others; in other cases you may wish to compare and contrast the two sources. In either event, it must be made clear (by referencing/context) which source is the basis for which conclusion: tell what you have learned about the topic in question; and how these sources added to the textbook, class notes used in the course, etc. Weaknesses or shortcomings of the articles may also be discussed. Practical implications may be drawn.
- c. You are required to give a brief, informal report to the class summarizing what you have learned in doing the term paper, and what your main sources contributed to your knowledge of the topic.

### **TENTATIVE CALENDAR**

The professor reserves the right to alter/add readings and or assignments to the syllabus to provide the best learning experiences for students. It is your responsibility, if you have missed a class, to find out what changes have been made.

Tues.

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|----------------|--|
| 9/07           | <ul style="list-style-type: none"> <li>- Get Acquainted Activities</li> <li>- Orientation to Course</li> <li>- Interactive Model of Reading</li> </ul>   |
| 9/14           | <ul style="list-style-type: none"> <li>- Read Chapters 1&amp;2 Content Area Literacy in a Changing World</li> <li>- Integrating Technology into Content Area Instruction</li> <li>- What is Reading? Principals of Teaching Reading</li> <li><b>Topic 4 due</b></li> </ul>               |
| 9/21           | <ul style="list-style-type: none"> <li>- Continue discussion of Chapters 1-2</li> <li><b>Topic 1 due</b></li> </ul>  |
| 9/28           | <ul style="list-style-type: none"> <li>- Chapter 3 Meaning Voc./Word Recognition</li> </ul>  |
| -Act out Words | <ul style="list-style-type: none"> <li>- Probable Passages</li> <li><b>Topic 2 due</b></li> </ul>  |
| 10/5           | <ul style="list-style-type: none"> <li>- Continuation of Chapter 3</li> <li>- Video - Book Report</li> <li>- <b>Guest Speaker – MCF/ MiCLimb</b></li> </ul>  |
| 10/12          | <ul style="list-style-type: none"> <li>- Chapter 4 Constructing Meaning in Text/Comprehension</li> <li>- Prior knowledge, Schema Theory, Metacognition</li> <li>- <b>Strategies for Increasing Comprehension due</b></li> <li>Presentations begin</li> <li><b>Topic 3 due</b></li> </ul> |
| 10/19          | <ul style="list-style-type: none"> <li>- Chapter 5 Strategies for Constructing Meaning in Texts</li> <li>- Questioning Techniques</li> </ul>   |
| 10/26          | <ul style="list-style-type: none"> <li>- Chapter 9 Literature Based Thematic Approaches to Content Area</li> </ul>   |

- Reading  
- Video – The Freedom Writers  
**Topic 10 due**
- 11\02 - Chapters 6 & 7 Locating and Organizing Information  
Reading/Study strategies  
**Topic 8 due**
- 11/09 - Chapter 8 Writing Content Areas  
**Michigan Curriculum Framework vignette analysis due**  
**Topic 5 due**  
**Guest Speaker: Newspapers in Education**
- 11/16 - Chapter 13 Classroom Literacy Assessment  
- Video **Topic 6 due**
- 11/23 - Chapter 12 Literacy Instruction for Diverse Students  
**Topic 7 due**
- 11/30 - Chapter 12 Continue  
**Topic 9 due**
- 12/07 **Literacy Units due/presentations begin**
- 12-14 Continue with Literacy unit presentations  
**Grad papers due – presentations**  
Class closure activities