

UNIVERSITY OF DETROIT MERCY
College of Liberal Arts and Education

CLASS : EDUC 478 **TEACHING READING IN THE CONTENT AREAS**

Section 01

Prerequisites: EDU 400 and EDU 432

SEMESTER: FALL, 2006

INSTRUCTOR: Nancy Gibney, Ph.D.
Office: 217 Reno Hall
Office Phone: 1-313- 578-0490
Office Hours: M 12:30- 3:30
W 12:30-3:30
After class and by appointment

Email: gibneynl@udmercy.edu
Fax: 313-578-0507

Administrative Assistant:

Kim Dale
Office: Reno Hall, Rm.247
Office Phone: 1-313-578-0401
Fax: (313) 578-0507

CREDIT: 3 Semester Hours

TIME: Wednesday 4:00-6:30 Briggs – Rm.36

TEXT: Secondary School Literacy Instruction - The Content Areas. Ninth Edition
Roe-Stood-Hill-Burns Boston: Houghton Mifflin Company, 2007.
Hatchet by Gary Paulsen
High School Content Expectations – English Language Arts. Published by the
Michigan Reading Association and Michigan Department of Education, 2006.

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 class will focus on the reading level of both the textbook and the students and employ strategies to bridge the gap between the two. Literacy strategies will be analyzed, evaluated and modeled across the curriculum in order to improve student learning. Teachers will learn to be guides to information sources and help students to produce knowledge and construct their own meaning. The content of the course will link to the Michigan Curriculum Framework, the Michigan Definition of Reading, and the NCTE International Reading Association Guidelines. The scientifically based research in reading instruction that the National Reading Panel reviewed will also be examined in depth.

COURSE OBJECTIVES:

1. Critically evaluate content area material to determine suitability for student use.
2. Understand a variety of ways to integrate instruction with assessment.
3. Use tradebooks and other resources to foster critical thinking skills and multiple perspectives on important issues and topics.
4. Develop a knowledge of the reading skills necessary in various content areas and 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 and critical thinking skills before, during and after reading by using a variety of literature to teach problem solving and decision making skills.
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 differentiate instruction and adapt content materials 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 utilizing the Michigan Definition of Reading document.
12. Understand how to collaborate effectively with other people in literature response groups, etc.
13. Understand that reflective thought leads to professional excellence and adopt its use as a habit in teaching literacy across the content areas.
14. Analyze how oral, written, and visual texts convey meaning.
15. Understand the symbolic system of written language (i.e., phonetic, morphemic, syntactic, pragmatic subsystems of language and their relationship to the reading process.
16. Understand and be able to teach and evaluate written work by utilizing the stages of the writing process and the six traits of writing criteria.

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.

General Methodology:

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

PROFESSIONAL ORGANIZATIONS TO PARTICIPATE IN AND JOIN

Students are required to become a member of one of the following professional organizations and to attend one workshop, conference or other professional opportunity.

- 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

ATTENDANCE & OTHER POLICIES:

1. Students are expected to come to class on time and stay until the class has ended. After your first absence your grade will be lowered by six points for each class missed unless you have a significant and validated excuse and it was approved beforehand by the instructor. If you consistently come late you will lose points as well. Occasionally, an unannounced "pop quiz" will be given during the first/last ten minutes of class. These quizzes **will not be able to be made up.**
2. Keep a duplicate of all work submitted. The instructor is not responsible for any papers said to be turned in but not located.
3. Cell phones must be turned off during class and lab tops may not be used unless specified by the teacher.
4. Opportunities for extra credit will be provided

ASSIGNMENTS:

All assignments are to be submitted on the date indicated. **All assignments must be typed** or they will not be accepted. The submitted assignments **may not be done over**; they may only be **submitted once**. Late assignments will not be accepted unless it is an emergency situation which was discussed and approved beforehand by the instructor. **No exceptions will be made.** Throughout the semester there may be additional assignments given in class. The professor will announce whether the assignments are to be graded when they are given.

Course Assignments:

Classroom observation paper	10 points
Fry's Readability formula and checklist	25 points
Comprehension strategy	30 points
Midterm	35 points
Trade book assignment	20 points
Professional Journal review	10 points
Final Exam/Essay	35 points
Class Participation	10 points

Grading Scale:

- A 161-175
- B 143-160
- C 126-142
- D 109-125

SCHOOL BASED – FIELD EXPERIENCE OBSERVATION REQUIREMENT

If you are not currently teaching full time you will be required to spend a minimum of 10hrs/5 sessions/ 2 hrs each in an urban middle/secondary classroom in your major content area. The hours must be verified by the cooperating teacher. You will observe the teacher teaching, use the classroom textbook to complete assignments and work with struggling readers who need additional assistance. Please see the tentative calendar for the due dates of these assignments, etc. All assignments must be typed, 12-point type, double spaced with 1" margins.

CLASSROOM OBSERVATION DESCRIPTION

A paper describing the classroom you are observing in.
Details to be provided in class.

TEXTBOOK EVALUATION & READABILITY CHECKLIST

A readability checklist to evaluate the strengths and weaknesses of the textbook being used in the classroom you are observing in (see pgs. 435-437). Apply Fry's Readability

to the textbook.

STRATEGIES FOR INCREASING COMPREHENSION

Present and apply a variety of literacy strategies to help students successfully read content area materials using the MCF standards and benchmarks. Professional journals will be used to research the strategy. You will be required to evaluate your classmates' presentations by using a rubric.

TRADE BOOK ASSIGNMENT

Using a topic from a textbook chapter in the classroom you are observing in, you will supplement it with additional information from a trade book to develop personal and multiple perspectives on an issue. This assignment will be presented to the class.

MIDTERM

You will be given an objective exam worth 30pts on information from our classroom textbook on chapters 1-4 and an essay worth 5 points.

PROFESSIONAL JOURNAL REVIEW

Review one professional journal in your content area major. The review should be approximately 500 words, double-spaced with one@margins and 12- point type.

- A. Identify your resource by using the APA bibliographical format
 - B. The following information should be included in subheading format:
 - i) The **reason why** you chose the topic you did for review
 - ii) The second section of the article should be a **summary** of it.
 - iii) The third section of the article should be a **critique** of it. What did you think of the article - was it biased, realistic, etc.
 - iv) The fourth section should explain how you can **implement** the information you learned in your future classroom.
 - C. Attach a copy of the journal article to each review. Make sure you make additional copies for yourself. All articles must be typed and doubled spaced.
 - D. Articles should be taken from 1995-2006 sources, but older materials may be used only with prior approval of the instructor.
 - E. Journal article suggestions - study strategies; listening; writing (composition, creative, process writing, handwriting, journals); spelling; grammar or usage; comprehension - critical thinking strategies; literature (response groups - integrated literature units; thematic units; vocabulary; assessment; word recognition skills; use of technology to enhance literacy skills, etc.
 - F. You must give a creative presentation of your article involving the class in some aspect of it to help them understand the major ideas you want them to learn.
- Students will evaluate each other's first draft of the journal review using the steps of the writing process and the six traits of writing rubric to provide feedback.

FINAL EXAM

You will be required to complete a take home essay exam based on information learned in class from the textbook, videos, DVDs, student presentations, handouts, etc.

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.

- | | |
|-------|--|
| 9-6 | <ul style="list-style-type: none">- Get Acquainted Activities- Course requirements- Michigan Definition of Reading- Introduce Hatchet, by Gary Paulsen |
| 9-13 | <ul style="list-style-type: none">- Discuss Chapter1 Content Area Literacy in a Changing World- What does it mean to be literate in today's world?- What are the multiple literacies? |
| 9-20 | <ul style="list-style-type: none">- Discuss Chapter 2 Integrating Technology in Content Literacy- Video B Book Report- What is Reading? (use of semantic, syntactic, graphaphonic and pragmatic cues.- Share favorite passage from Hatchet, Chapt. 1-3 in literature response groups |
| 9-27 | <ul style="list-style-type: none">- Chapter 3 Meaning Voc.-Act out Words/Model voc. Strategies from book, Hatchet- Begin classroom observations- Written Description of classroom placement |
| 10-4 | <ul style="list-style-type: none">- Continuation of Chapter 3- Paper describing classroom placement due- Discuss readability checklist and textbook analysis assignment- Quest – Online research resource demonstration |
| 10-11 | <ul style="list-style-type: none">- Chapter 4 Constructing Meaning in Text- Video B National Reading panel- Fry's Readability on textbook and checklist due (pg 462-464)- Model comprehension strategies (semantic map, feature matrix analysis, word map, probable passages, etc.). |
| 10-18 | <ul style="list-style-type: none">- Chapter 5 Strategies for Constructing Meaning in Texts- Midterm- Review literacy strategy assignment/volunteers to present |
| 10-25 | <ul style="list-style-type: none">- Continue discussion of Chapter 5 |

- Literacy strategy due & presentations begin

- 11-1
- Chapter 7 Reading/Study strategies
 - Dialogue journal note taking assignment – share notes in literacy response groups on information from chapter.
 - Michigan Curriculum Framework vignette analysis small group discussion
- 11-8
- Chapter 6 Location & Organization of Information
 - **Video – Visual Literacy - Using image rich environments to help students retain and learn more.**
- 11-15
- Chapter 8 Writing Content Areas
 - Six traits writing/Meap writing/ Process writing - small group activity
 - **Tradebook assignment due – presentations begin**
- 11-22
- Chapter 9 /Lit. Based Approaches
 - Video - The Freedom Writers
 - Small group critical thinking activity using the story, The Lorax
- 11-29
- Chapter 12 Literacy Instruction for Diverse Students
 - Video & Misunderstood Minds
 - Discuss student interview assignment
 - **Journal review due – presentations begin**
- 12-6
- Chapter 13 Classroom Literacy Assessment & Afterward
 - Video - Informal Assessment/Testing, Testing, Testing
- 12-13
- Continue with Chapter 13
 - Class closure activities
 - **Final Essay exam due**

***University's Policy on Plagiarism and Academic Integrity**

As members of an academic community engaged in the pursuit of truth and with a special concern for values, students are expected to conform to a high standard of honesty and integrity in their academic work. The fundamental assumption under which the University operates is that work submitted by a student is a product of his/her own efforts.

Among the most serious academic offenses is plagiarism, submitting the style of another author or source without acknowledgment or formal documentation. Plagiarism occurs when specific phrases, entire passages, whether a sentence, paragraph or longer excerpt, are incorporated into one's own writing without quotation marks or documentation. One also plagiarizes by paraphrasing the work of another, that is, retaining another writer's ideas and structure without documentation.

Students are advised always to set off another writer's exact words by quotation marks, with appropriate references. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' words and ideas when they find their way into writing. Whenever in doubt, cite the source.

Students who purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty.

The consequences of plagiarism, or any act of academic dishonesty, may range from failure on an assignment in a course to dismissal from the university.

*** Student course evaluations:**

"Student course evaluations are an important source of information for curricular and teaching improvement in the College of Liberal Arts and Education. As such, all students enrolled in CLAE courses are required to complete the online course evaluation. You will receive e-mails explaining how to complete the evaluation online. In addition, your instructor will remind you of the deadline for completing this course requirement."

***Academic support services:**

Individual tutoring appointments can be arranged through the Academic Support Service offices located in the Learning Center located in the ground floor of the Student Center. To make appointments call, 1-313-993-1143.

Students With Disabilities

UDM is committed to all students achieving their potential. If you have a disability or think you may have a disability (including but not limited to physical, hearing, vision, psychological and learning disabilities), which may need an accommodation, please contact me or Emilie Gallegos in the UAS office, Ground Floor of the Student Center (313) 578-0310 to discuss your request. Because accommodations can take time to implement it is important to have this discussion as soon as possible. All information regarding a student's disability is kept in accordance with relevant and state and federal laws, including those regarding confidentiality. All information regarding the fact that a student experiences a disabilities and the nature of the disability experienced will be maintained in strict confidence.