Professional Education Unit
Early Childhood, Elementary, and Special Education Department

READING IN THE CONTENT AREA (ITV)
EDEL 677 – 204, 200, 207
Monday 7:00 – 9:40
Fall, 2011

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Office Hours:	**Monday 8:30 – 3:00**
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COURSE DESCRIPTION:
Basic reading ability and study skills needed by elementary and high school students in all types of reading materials. Emphasis on special skills needed for study in science, social studies, mathematics, and literature.

CONCEPTUAL FRAMEWORK:

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia--preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

CONCEPTUAL FRAMEWORK OUTCOMES (CFO's):

1. Master the content knowledge, professional and the twenty-first century skills need to make an optimal contribution to "whole" student learning in education settings.

2. Are competent in the collection and use of data to inform decision-making and to demonstrate accountability for student learning.

3. Demonstrate professional dispositions.

4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5. Engage in authentic field experiences in collaboration with committed school-based partners and are empowered to improve the quality of education throughout this region and beyond.

STUDENT LEARNING OUTCOMES (SLO's): By the end of this course:

1. The candidate will utilize textbooks and supplemental materials including technology for application in the content area classroom.

2. The candidate will demonstrate knowledge of research-based strategies and design lessons utilizing these strategies to aid comprehension and to extend word knowledge.

3. The candidate will demonstrate knowledge of and adapt for classroom use study guides, various organizational skills, expository text structures, graphic aids, and metacognitive strategies.

4. The candidate will examine the role of recreational reading in the content areas of the curriculum.

5. The candidate will examine means of working with students who are culturally and linguistically different.

6. The candidate will examine assessment measures appropriate for determining the reading ability and progress of students.

7. The candidate will participate in various cooperative learning structures and active learning strategies appropriate for use in the classroom.

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

Program: Graduate	**EDEL 677 Reading in the Content Area**				
Aligned with → **Assessment (point values) ↓**	**Kentucky Teacher Standards (KYS)**	**Kentucky Core Academic Standards (KCAS) Eng./Lang. Arts**	**Education Professional Standards Board (EPSB)**	**NCATE Standards**	**International Reading Association (IRA)**
Attendance (150) CFO: 3, 7 SLO: N/A	7, 8	N/A	N/A	N/A	N/A
Chapter Reflections (165) CFO: 1, 2, 4 SLO: 1, 4, 5, 6	1, 7	Reading Anchor Standards: 1, 3, 5, 6, 7, 8	Diversity, Assessment, Literacy, Closing the Achievement Gap	1, 4	1, 2, 3, 4
3 Interactive Reading Activity Strategies (100 each) CFO: 1, 2, 3, 4 SLO: 1, 2, 3, 4, 5, 6,	1, 2, 5, 7	Reading Anchor Standards: 1, 4, 5, 6, 7, 10	Diversity, Assessment, Literacy, Closing the Achievement Gap	1, 4	1, 2, 3, 4
Mid-Term Examination (100) CFO: 1, 2, 4 SLO: 1, 2, 3, 4, 5, 6,	1, 2, 3, 4, 5, 7, 8	Reading Anchor Standards: 2, 3, 5, 10	Diversity, Assessment, Literacy, Closing the Achievement Gap	1, 4	1, 2, 3, 4, 5
Research Project (285) CFO: 1, 2, 3, 4 SLO: 1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 7, 8, 9	Reading Anchor Standards: 1, 4, 5, 6, 7, 8, 9, 10	Diversity, Assessment, Literacy, Closing the Achievement Gap	1, 4	1, 2, 3, 4

COURSE EVALUATION:

ASSIGNMENT	DESCRIPTION	POINT VALUE
Attendance (10 each)	Demonstrate professional dispositions & participate in class activities	150
Chapter Reflections (15 each)	Use course content to reflect on best teaching practices	165
Three Interactive Reading Activities (100 each)	Design lessons attending to student diversities & demonstrating content reading strategies	300
Mid-Term Examination	Demonstrate knowledge of content reading best practices	100
Research Project	Research reading topic & connect to candidate's area of teaching	285
TOTAL POSSIBLE POINTS		**1000**

REQUIRED TEXTBOOK:

Vacca, R. T., Vacca, J. L., & Mraz, M. (2011). *Content area reading: Literacy and learning across the curriculum* (10th ed.). Boston, MA: Allyn & Bacon. ISBN 9780137035113

Purchase of Folio180: All graduate students who do NOT have an account with Tk20 will need to make the one-time purchase of Folio180.

To purchase Folio180 online or through the MSU Bookstore:
1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase. The cost at the Bookstore is $50.
2. To purchase online, go to www.folio180.com/msuky/coe The cost online is $40 + tax.
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.

GRADING SCALE:

POINTS EARNED	PERCENTAGE	LETTER GRADE
900-1000 points	90% - 100%	A
800-899 points	80% - 89%	B
700-799 points	70% - 79%	C
600-699 points	60% - 69%	D

QUALITY OF WORK:
All work will be evaluated considering the quality of the assignment, AS WELL AS, the quality of the writing. Mechanics, usage, grammar, and spelling will be part of the evaluation. NO CREDIT WILL BE EARNED FOR WORK THAT IS NOT ORIGINAL OR ATTRIBUTED CORRECTLY.

ATTENDANCE POLICY:
Attendance is your responsibility. You are expected to attend every class, arrive promptly, come prepared, and participate. Attendance points will be a part of your class grade.

Attendance points will be deducted if you arrive more than 15 minutes late for class or leave more than 15 minutes prior to dismissal time.

Missing more than three classes will lower your letter grade one letter.

ACADEMIC HONESTY:
Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at
http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

AMERICANS WITH DISABILITIES ACT (ADA):
In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

CAMPUS SAFETY STATEMENT:
Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

ASSIGNMENT DESCRIPTIONS:

A. ATTENDANCE
It is expected that you will attend every class. See Attendance Policy above.
(Attendance = 10 points/class, TOTAL of 150 points)

B. CHAPTER REFLECTIONS
It is also expected that everyone will participate in all class discussions and lessons. Participation includes answering and asking questions, as well as preparing a chapter reflection for **each** chapter assigned in the syllabus. These reflections will be e-mailed to the instructor and will include the following information:

1. Your e-mail subject line should include your name and the chapter number (Ex. Smith – Ch. 1).
2. Include a question that came to your mind as you read the chapter. I want you to question the author, question your own thinking, **OR** question the "system" in relation to the chapter you've just read. (Worth 5 pts.)
3. Include a connection you made to the chapter while reading. This could be a connection to the class you are teaching now, to your past experiences with school, **OR** to another personal experience. (Worth 10 pts.)

(Chapter Reflections = 15 points/chapter, for a TOTAL of 165 points)

C. WEEKLY CLASSWORK
It is expected that you will come to class with **hard copies** of the strategy and assignment sheets listed under "Course Documents" in Blackboard. These are critical if you are to get the most from each class session.

D. INTERACTIVE READING STRATEGIES
You will choose a content area textbook or trade book from a content area that you teach and will develop a series of interactive reading activities to be used with particular chapters in that text. These three activities will be designed to actively involve the reader with various aspects of the reading process and will include: 1.) a prereading strategy, 2.) a vocabulary strategy, and 3.) a study strategy. The impact of a variety of diversities upon the execution of the strategies will also be examined.

Activities will be assigned following reading and lecture/demonstration of each respective concept.

To complete each assignment, you must address all requirements listed in the format sample below. **You must also include a photocopy of a few pages from the text for which each strategy is designed and a copy of any handouts that were used with the lesson.** (100 points each)

FORMAT FOR THREE INTERACTIVE READING STRATEGIES

1. Name the strategy.

2. Information about this text, including why you decided it fit into the categories you chose. Use the category name in your explanation.
   --narrative **or** expository **or** poetry
   --considerate **or** inconsiderate
   --dense **or** not dense

3. Information about your students:
   --their abilities, including number of IEPs and gifted
   --their knowledge about this topic

4. Why you chose this strategy instead of others discussed in the textbook or modeled in class to use with this particular textbook.

5. Your thoughts as you prepare to use this strategy.

6. What you, as a teacher, will be doing as you implement this strategy and what your students will be doing as they use this strategy. You should include the process step-by-step process taken.

7. Imagine you had a broad range of diversity in your class while you were teaching this lesson. How would you alter your lesson to deal with each of the following student diversities? If it is not necessary to adjust your lesson for a particular diversity, explain why.
   a. Students from another culture?
   b. Students of various races?
   c. ELL students?
   d. Students of various socioeconomic statuses?
   e. All female or all male students?
   f. Students from a variety of religions?
   g. Students with auditory or visual impairments?

Include copies of a couple pages from your text (-5 points if not included)
Include a copy of any handouts (-3 points if not included)

EDEL 677 – INTERACTIVE READING STRATEGY EVALUATION

ITEM	POSSIBLE POINTS
1. <u>Name of the strategy</u>	1
2. <u>Information about the text</u>	
• Narrative, expository, or poetry---Why?	6
• Considerate or inconsiderate---Why?	6
• Dense or not dense---Why?	6
3. <u>Information about your students</u>	
• Their abilities	6
• Their knowledge of the topic	6
4. <u>Why you chose this strategy</u>	9
5. <u>Your thoughts as you prepare to use the strategy</u>	9
6. <u>What you and your students will be doing as you implement this strategy</u> (Step-by-Step)	25
7. <u>How will student diversity be handled</u>? If it is not necessary to adjust your lesson for a particular diversity, explain why.	
• Students from another culture?	3
• Students of various races?	3
• ELL students?	3
• Students of various socioeconomic statuses?	3
• All female or all male students?	3
• Students of various religions?	3
• Students with auditory or visual impairments?	3
8. <u>Mechanics, Grammar, Spelling, Proofreading</u>	4
(-5 points if text pages are not included) (-3 points if handouts are not included)	
TOTAL POINTS	**100**

D. EXAMINATION

There will be a take home mid-term. It will be posted on Blackboard Thursday October 13. There will be no class on Monday, October 17 so you can work on your response. Your exam will be due via e-mail by 8:00 PM day, Tuesday, October 18. (100 points)

E. PROJECT (285 points)

You will choose one topic from the list below and do the following (one student per topic):

1. Read **three journal articles** on that strategy. These should be full journal articles, not a synopsis of an article or a 1-2 page piece from a website. The attached bibliography gives appropriate articles. However, you are not limited to those articles, but must make sure that any readings not on the bibliography are clearly related to your chosen strategy.
2. For each article, you are to submit a **one page** typed reaction. The reaction will contain three sections:
   a. **Bibliographic information using APA format**, which is summarized on Blackboard in the Course Documents. The syllabus bibliography can also be used as a sample since it is in APA format.
   b. **What was new to you in the article?**
   c. **What questions did you have about the author's conclusions**? You are not asking the author questions, you are questioning the validity, reliability, generalizability, etc. of the author's conclusions/stance. Stating that you agree with the author is **NOT** an acceptable response.
   d. **Copies of each article must be included**.
   e. Give a **presentation** of no more than 15 minutes on this topic to the class. We, the audience, should be participating in some way during your presentation. Additionally, we each should have a **handout** of some kind from your presentation. These handouts must be posted on Blackboard prior to your presentation so that we have time to download the handout before your presentation.

Project Topics include:

Picture Books in Social Studies
Picture Books in Science
Picture Books in Math
Picture Books in Language Arts
Picture Books in Health
Exclusion Brainstorming/Brainstorming
Readers Theatre
Frayer Model
Anticipation Guides
Using Context Clues to Teach Vocabulary
Analogy Instruction
Culturally Diverse Learners and Reading
Exploratory Writing
The Use and Misuse of the KWL
Writing a Summary
Journal Writing
Graphic Organizers
WebQuests
Using Electronic Texts
Learning through Literature
Question Generation by Students
Reading Logs
Questioning the Author (QtA)
Note-Taking Strategies
Creating Study Guides
Using Jigsaw Groups
Motivating Students to Read
Word Sorts
Mapping Strategies

3. **The Evaluation Document** for your project is posted in Course Documents on Blackboard.

TENTATIVE COURSE CALENDAR:

CLASS #	TOPIC	READINGS	ASSIGNMENTS
1. 8/22	Course Overview / Syllabus	Careful reading of syllabus	
2. 8/29	Literacy Matters	Read Ch. 1	
3. 9/5	**NO CLASS – LABOR DAY**		
4. 9/12	Culturally Responsive Teaching in Diverse Classrooms	Read Ch. 3	
5. 9/19	Activating Prior Knowledge & Interest	Read Ch. 6	
6. 9/26	Learning with Trade Books	Read Ch. 11	Prereading Interactive Reading Activity Due
7. 10/3	Developing Vocabulary and Concepts	Read Ch. 8	
8. 10/10	Learning with New Literacies	Read Ch. 2	Vocabulary Interactive Reading Activity Due
9. 10/17	Take Home **MID-TERM EXAM** **NO CLASS – Exam due 8:00 PM 10/18**		Mid-Term Ch. 1, 2, 3, 6, 8, 11
10. 10/24	Guiding Reading Comprehension	Read Ch. 7	
11. 10/31	Writing Across the Curriculum	Read Ch. 9	
12. 11/7	Studying Text	Read Ch. 10	
13. 11/14	Planning Instruction for Content Literacy	Read Ch. 5	Study Strategy Interactive Reading Activity Due
14. 11/21	Assessing Students and Texts	Read Ch. 4	
15. 11/28	Project Presentations		Project Presentations
16. 12/5	Project Presentations		Project Presentations
17. 12/12	Project Presentations		Project Presentations

EDEL 677 READING IN THE CONTENT AREA BIBLIOGRAPHY

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