

READ 4550
Content Area Reading
3 Credit Hours
Fall 2012

Dewar College of Education
Valdosta State University
Middle Grade, Secondary, Reading and Deaf Education

Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Alvermann, D., Phelps, S., Gillis, V. (2010). *Content area reading and literacy: Succeeding in today's diverse classrooms* (6th Ed.). Boston, MA: Pearson.

LiveText.

COURSE DESCRIPTION

This course investigates simultaneous teaching of reading skills and course content. Emphasis is placed on preparing students for content area reading assignments, providing support during reading and promoting higher level thinking. Motivating students to read widely and developing vocabulary, reading comprehension, and study skills will be dealt with in relation to the content areas. The underlying premise of this course is that reading permeates all content area learning, and must be the basis on which course content is built.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

COURSE OBJECTIVES (CO):

Candidates will:

1. identify principles of motivation and activities that would be effective in motivating students to read in content area classrooms. (CFS V)
2. explain different ways to establish purposes for reading and identify activities that lead students to independently establish their own purposes for reading. (CFS V)
3. recognize basic ways of organizing content area classroom instruction. (CFS I)

4. explain the connection between reading and writing in the content area classroom. (CFS I)
5. place students into content area textbooks/reading materials at their instructional level. (CFS II,IV)
6. select adjustments in materials, grouping, instruction, and assignments to allow for individual differences in students' reading abilities. (CFS V)
7. define metacognition. (CFS I,II)
8. explain ways to activate/build relevant background knowledge before reading. (CFS I,V)
9. explain the five components of the reading process: phonemic awareness, phonics, vocabulary, fluency and comprehension. (CFS IV, V)
10. identify key vocabulary for a reading assignment and implement strategies for teaching and reinforcing vocabulary knowledge. (CFS I,V)
11. implement instructional activities that can be used to develop strategic readers. (CFS I,V)
12. engage students in cooperative learning activities that actively involve them in thinking about the content of their subject areas. (CFS III)
13. produce comprehension guides which focus students on the structure of the materials they are reading and engage students in higher level thinking. (CFS I,V)
14. develop lesson plans that combine reading and writing with the content area that support diversity, utilize technology and promote effective communication (CFS I,V)
15. identify study skills, systems, and procedures which are useful in particular subject areas. (CFS I,IV) <http://www.ucc.vt.edu/stdysk/stdyhlp.html>
16. utilize library and Internet resources to locate materials to accommodate individual differences and enrich content area reading assignments. (CFS I, II,III)
17. demonstrate the term literate as it relates to a discipline discourse (CFS I, II, IV)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Course Requirements and Assignments

Class Participation: This course meets twice a week, on Mondays and Wednesdays, from 12:30 PM – 1:45 PM. In order to complete this course successfully, it is essential that you come prepared for class and that you actively participate in class activities. You will be required to demonstrate that you have mastered the assigned readings and that you are making connections

between theory and practice. All work must be turned in **on time** and must reflect a level of quality consistent with a professional educator. (CO 1-16)

Diligence and Responsibility (D & R) [10 points]: It is expected that all students will demonstrate diligence and responsibility with respect to preparation for class, assignment submissions, class attendance, and other class policies. Points for diligence and responsibility include regular and prompt attendance, completing work to prepare for class discussions, and completing assignments including those online. Late work will result in a 2-point reduction for each *day* after the due date.

- Class attendance and promptness is expected; students are responsible for signing in at the beginning of each class period in order to be counted as present. Two absences are allowed without penalty; after that, each absence will result in a 3-point deduction. ***I do not differentiate between “excused” and “unexcused” absences.***
- If you are absent on the day of a quiz, you forfeit those points. There will be no make-up opportunities for missed quizzes.
- Late arrivals will be noted; 3 tardies will be counted as an absence.
- Coming to class unprepared for class activities, including failure to post required responses to Blazeview, the website, or other designated place by the stated deadline, will result in a ***deduction of 3 points each time this occurs.***
- **Be aware that it is possible to lose all Diligence and Responsibility points and actually have a *negative* point total in this category.**

Professional Readings/Quizzes: Each week, we will read from a variety of texts. It is your responsibility to be prepared to respond to each reading. Throughout the semester, there will be quizzes. The quizzes will be administered at the start of class and **cannot** be made up, nor will extra time be allowed for completion. (CO 1-10)

Professional Writings: Throughout the course, you will write professionally for a variety of purposes. Some of these will be in-class writings and others will be formal writings done primarily outside of class. Among these are dialogue journals and reflections on your learning in the course. For each chapter, you must submit a Chapter Log which includes your response to the Anticipation Guide at the start of the chapter as well as one form of Note-Making. You are encouraged to vary the methods used for note-making throughout the course. We will discuss the different methods in class. Your writings will be used to facilitate our class discussions. (CO 2, 4, 7, 9, 13, 14, 15, 16)

STUDENT ASSESSMENT PROJECT [10 points]: Develop a Strategic Content Literacy Assessment [SCLA, see page 138-140 in text] for use with secondary students in your content area. Models of SCLAs will be provided. Create a rubric with which to assess your students’ responses using your disciplinary standards and information from class discussions. Students will exchange their SCLA with other students in the class to simulate assessment administration. Administer your assessment to class members, analyze responses, and summarize your results. Write a paper in which you present the purpose of the assessment, describe data analysis, explain the evaluation criteria, and discuss conditional information. Conditional information refers to

factors such as when you use a particular strategy and in what context. Include your thoughts on how the assessment results would influence your instruction of the class. Close the paper with a paragraph in which you reflect on the process of generating the assessment, including problems you encountered and how you solved them. Submit the assessment instrument, your scoring guide/rubric, and selected student responses [names removed] as artifacts with your paper. **The following objectives are assessed through this project. You must provide evidence related to all of the objectives:**

- *Show that you can create an assessment of students' disciplinary literacy*
- *Show that you can create scoring guides/rubrics to assess students' learning*
- *Show that you can analyze student assessment data*
- *Show that you can synthesize assessment data and plan instruction based on assessment results* (CO 1, 2, 3, 4-6, 8-14, 17)

CONTENT AREA STRATEGY LESSON DEMO [5 points] One of the goals of this course is for you to develop your knowledge and skill in content area reading instruction. Toward that end, you will plan and implement a strategy lesson in which you engage the members of the class. Your lesson will focus on an aspect of reading instruction appropriate for a secondary content area classroom. The plan must follow the provided *Lesson Plan Template*. You will be responsible for providing our class with copies of a detailed lesson plan, teaching the class for the time allotted, and **discussing the theory** behind the strategy. This opportunity for you to participate in a micro-teaching experience will be assessed according to analysis and interpretation of the material, application to the classroom, utilization of best practices, and professionalism. You will need to plan for a thirty minute mini-lesson and then facilitate a theory-to-practice class discussion. (you will use the lesson plan created from the instructional plan and video it using classmates as students) (CO 2, 3, 6, 9, 11, 14)

TEXTBOOK EVALUATION: [5 points] You will gain access to a textbook for your content area and then evaluate the textbook in terms of design, format, organizational features, readability, and other factors related to text selection. You will be provided guidelines set forth by Irwin and Davis (1980). (CO 1, 3, 5)

SUPPLEMENTAL ARTICLES: [5 points] You will identify four articles (newspaper, magazine, the Internet, create your own) that you could use with students when studying a specific content area topic. Your selections should reflect varying readability levels for the same topic so that you could match students with an appropriate text for their reading level. You will then write a rationale for choosing each selection and an explanation of how each could provide access to the content knowledge for a wide range of student needs. (CO 5, 6, 8)

DIGITAL LITERACY ESSAY: DISCIPLINARY LITERACY Digital ESSAY [dlpe] [15 points]: Create a digital essay that explicates literacy processes in your discipline. You must include a minimum of five characteristics that relate to literacy processes applicable to your content area illustrated by pictures, graphics, or other appropriate visual depictions. You must provide a line of reasoning for inclusion of each characteristic illustrated via photos, illustrations, graphics or other visuals. You may choose to create a slideshow, power point presentation with voice-over, iMovie, Movie Maker, or other presentation of this information. (CO 15, 17)

INSTRUCTIONAL PLAN PROJECT [comp] [15 points] You will choose one article from the four supplemental articles you identified or a textbook chapter or section. You will then fully an inclusive lesson plan (pre-reading, vocabulary, guided reading, reflection and writing connection for your selection. A descriptive paper (minimum of two pages double-space) will accompany the lesson plan. In this paper, you will discuss any theory related to strategies used in the lesson plan. Provide evidence that you can prepare students to read/learn, guide student learning, and/or promote reflection on learning [see objectives below]. You may submit artifacts as evidence of your abilities from other courses and other projects completed in this or other classes. Ideally, teaching a class and writing a reflective paper on the experience may accomplish the goals of this project – you may use part of your Professional Reflective Posts for this paper. Alternatively, you may prepare instructional materials or activities in support of a project to be completed during student teaching. Principles of good instruction should be evident in the project [content made relevant to students, students actively construct and organize their own knowledge, content determines process]. Submit your artifacts and/or the instructional materials with answer keys if appropriate, together with a paper in which you discuss how each artifact relates to the objective(s). Be sure to include connections to theory and practice. Original materials are preferred, but if you adapt materials from your mentor teacher, found in books or on the Internet, cite your sources appropriately and address adaptations you made to the original idea/materials. (CO 1, 2, 3,4-6, 8-14, 17)

The following objectives are assessed through this project. You must provide evidence related to at least THREE:

- *Show that you can use specific instructional strategies to prepare students to learn.*
- *Show that you can guide reading to learn in your content area.*
- *Show that you can facilitate reflection on learning in your content area.*
- *Show that you can teach and/or reinforce conceptual growth through vocabulary instruction/reinforcement on the interpretive level.* (CO 1, 2, 4, 5, 8-14)

Exams: We will begin with some diagnostic activities designed to gather data on your prior knowledge and experience. You will demonstrate your increased knowledge about teaching reading by passing two content exams, one at midterm and the other a comprehensive final. (CO 1-16)

COURSE EVALUATION

<i>Weekly Work and Participation</i>		10% of final grade
Quizzes (2)	10	
 <i>Instructional Learning</i>		50% of final grade
Student Assessment Project	10	
Digital Literacy Essay	10	
Strategy Lesson Demo	5	
Textbook Evaluation	5	

Supplemental Articles	5	
Instructional Plan Project	15	
<i>Exam 1</i>	15	15% of final grade
<i>Exam 2</i>	15	15% of final grade
<i>Diligence and Responsibility</i> (Attendance, professionalism)	10	10% of final grade

Grading Scale

A = 100% - 93%

B = 92% - 85%

C = 84% - 75%

D = 74% - 65%

F = 64% - 0%

NOTE: The grading scale is higher than most departments. The grading scale is based on the mandatory scale adopted by the Department of Early Childhood and Reading Education and applies to all courses taught in the department.

LATE WORK: NO LATE WORK WILL BE ACCEPTED. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email.

Communication: All electronic communication must be conducted via your VSU email account. Messages sent from accounts such as Gmail, Hotmail, and Yahoo will be disregarded. It is expected that students will read messages sent to their official VSU email addresses.

Electronic Equipment: Cell phones and other electronic equipment are to be turned off and out of sight for the duration of each class. If you are expecting an emergency, speak with the instructor prior to the class period and set your cell to vibrate. During all exams all electronic equipment must be turned off. Failure to comply will result in 10 points being deducted from your D & R grade.

Professional Demeanor: READ 4550 is part of your professional preparation to become a teacher. All forms of tobacco are prohibited. Wearing of baseball caps is prohibited. If the professor has concerns about your professional demeanor, a concern form will be completed. A formal conference about your professional commitment to teaching will be required of you with appropriate faculty members from the department.

Extra Credit Assignments: As the instructor for this course, it is my belief that if a student cannot complete the work assigned, s/he is not capable of extra credit assignments to enhance a grade. Therefore, no extra credit assignments will be given for this course. However, by completing the SOI, you can earn 3 points to add to your D&R grade.

Group work: If someone in your group is not doing his/her share of the work, it is the expectation of the instructor that you talk with the member. If this does not work, you should contact the instructor immediately.

ATTENDANCE POLICY

As per the VSU Undergraduate Bulletin, "A student who misses more than 20% of the scheduled classes will be subject to receiving a failing grade in the course." It is important to note that three tardies constitute one absence. This not only includes coming to class late, but leaving class early as well.

PROFESSIONALISM

The following areas describe the professional expectations for all pre-service students in the Department of Middle Grades and Secondary Education

Professionalism - Ethics

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

Professionalism - Communication

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments:

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for

people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW and GOML. For more information on the use of SafeAssign at VSU see [SafeAssign for Students](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml) (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall- South. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

DIRECTIONS FOR POSTING TO LIVETEXT

How To Submit Portfolio Assignments in LiveText

Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio. The list of portfolio artifacts required for your program of study are available at <http://www.valdosta.edu/coe/sec/studentresources.shtml>

Note: Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are **not** included in your

portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a **basic process**:

1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

Directions for submission:

1. Click on **Documents** tab
2. Open your portfolio, and then open the page for the current assignment.
3. Upload your assignment file(s) in the appropriate section.
4. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
 - a. The **Description** section can be very brief.
 - b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
 - c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
 - d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
5. Hide all other pages of the portfolio so the assessor sees only the single page of your portfolio.
 - a. Select **Manage Pages**.
 - b. Click on the box next to **Title** to select all pages.
 - c. Click on the box next to the current artifact page to unselect it.
 - d. Select **Hide Pages: Save and Finish**.
 - e. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.
6. Select **Submit Assignment** button (left side red button). (Note: This button will be visible only if the assignment has already been created for the course/semester – i.e. you can see it on your dashboard.)
7. Select the appropriate assignment from the list of available assignments that appear.
8. Select **Submit Assignment** (top right hand corner). Once your portfolio assignment has been submitted correctly, the assignment will show as yellow on your dashboard, indicating that it is ready for your instructor to assess.
9. If you made an error in your submission, you should email your instructor to request an opportunity to resubmit your assignment. Your instructor can allow you to resubmit, but

each submission will be saved as a snapshot of what you sent. Your error is not erased or replaced.

INSTRUCTOR

Name: Lisa Jones-Moore

Office Number: 1029

Telephone Number: 229-249-2605

Email Address: lmjonesmoore@valdosta.edu

Office Hours: M/ 2:00 pm-4:00 pm, T/ 12:00 pm – 5:00 pm, W/9:00 am -12:00 pm and by appointment

I check e-mail between the hours of 9AM and 5:00 PM, M-F. Do not expect responses after Friday 5PM and before Monday 9AM.