Course: EDUC 350-1 Intermediate and Content Reading

Credit Hours: 3
Professor: Dr. Gerri N. Hill
Class Meeting Time: MWF 11:00-11:50
Room: 204
Office: 257 Jacqueline and Willie J. Gilchrist Educational Complex
Phone: (252) 335-3125
Email: ghill@mail.ecsu.edu

Office Hours: Mondays  2:00 p.m. to 5:00 p.m.
                  Tuesdays  8:00 a.m. to 10:00 a.m.
                  Thursdays  3:00 p.m. to 5:00 p.m.
                  Fridays  Appointments

Required Textbooks:


Antonacci, Patricia; O’Callaghan, Catherine. Developing Content Area Literacy. (2011) ISBN#: 978-1-4129-7283-3 (Purchase text)

Course Description:
EDUC 350-1 will explore how to create active learning environments in which students-individually and in collaboration with one another-know how to use reading, writing, speaking and listening to think and learn about texts, with texts and through texts.

This course is a major professional course in reading, which prepares special subject teachers in grades 7-12 to use reading as an instructional tool. It will cover understanding the reading process and how to incorporate reading skills along with teaching content techniques for assessing textual materials, understanding scope and sequence of reading
skills development, reading rate and study skills, vocabulary development, comprehension and using technology.

Learning Outcomes:

- To develop an awareness of the importance of adequate literacy skills and strategies in order to learn material being taught in the content areas.
- To become familiar with various ways of integrating literacy skills and strategies with teaching subject matter.
- To be able to recognize specific reading problems related to each content area, such as specialized vocabulary, difficult concepts, graphic materials and symbols.
- To learn how to develop students’ higher order comprehension skills and strategies, such as making inferences, forming evaluations and making critical analyses.
- To learn how to use a variety of materials, such as trade books, newspapers, magazines and computer software to enhance instruction in the content areas.
- To recognize the wide variety of abilities and interests of secondary students and know how to group and adjust assignments for better instruction.
- To learn how to help students read efficiently by teaching them useful study skills and strategies and by helping students adjust the rate of reading to the purpose for reading.
- To know what assessment procedures are available for literacy achievement at the secondary level and how to interpret them.
- To become aware of readability levels of textbooks and problems that result from books that are written at high readability levels.
- To have the knowledge and understanding of language and how language is used to develop effective communication in listening, speaking, viewing, reading, thinking and writing.

Professional Standards:

Teachers…

- Demonstrate leadership by leading in their classrooms and school and in the profession.
- Establish a respectful environment for a diverse population of students and collaborate with the home and community for the benefit of students.
- Know the content they teach, recognize the interconnectedness of content and make instruction relevant to students.
- Facilitate learning for their students, and know the appropriate levels of intellectual, physical, social and emotional development of their students.
- Reflect on their practice, analyze student learning and link professional growth to their professional goals.
## COURSE OUTLINE:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>RELATED TEXT READING</th>
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<tbody>
<tr>
<td>1 (8/20/13)</td>
<td>• Brief introductions; overview of course syllabus - Aug. 29, 2013</td>
<td>• Course syllabus/course documents</td>
</tr>
<tr>
<td>2 (8/27/13)</td>
<td>• Learners, Literacies and Texts</td>
<td>• Primary text: Ch. 1-2</td>
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<tr>
<td>3 (9/2/13)</td>
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<td>• Primary text: Ch. 3-5</td>
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<tr>
<td>4-8 (9/9-10/7/2013)</td>
<td>• Instructional Practices and Strategies for Learning: Constructing Meaning and Studying (Part 1)</td>
<td>• Strategies (Supplemental) text-Introduction and Sections I&amp;II</td>
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<tr>
<td>9 (10/7/13)</td>
<td></td>
<td>• Ch. 6-8</td>
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<tr>
<td>10 (Fall Recess) 10/14-15/2013</td>
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<td>• Supplemental text: Sections III-V</td>
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<td>11 (10/21/2013)</td>
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<td>12 (10/28/2013)</td>
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<tr>
<td>13-15 (11/4-18/2013)</td>
<td>• Authentic Texts</td>
<td>• Ch. 9-10</td>
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<tr>
<td>Week 16-17 (11/25-12/2/2013)</td>
<td>• FINAL EXAM-</td>
<td>• Supplemental text: Sections VI-VII</td>
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<tr>
<td>LAST DAY OF CLASS</td>
<td></td>
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<td>Dec. 3, 2013</td>
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### Participation Criteria:

All assignments will allow you to receive practice in professional behaviors such as respectful discussions, and designing and implementing strategies and concepts discussed
in class. In addition, it will help you build collaborative skills required in today’s schools.

Discussions and assignments will be given during class each week that build on the content under discussion. You will have the opportunity to work with other students to explore different concepts, materials, and strategies. These assignments will be turned in throughout the semester.

Collaboration is at the heart of discussions and key assignments in this course and because of this participation is critical. Each student’s participation will be assessed using a simple format that allows for self-assessment and peer assessment by others who have worked in groups together. This will help assess participation and provide accountability for sharing responsibilities on any group assignments. The participation evaluation will also take into account class attendance.

Any part of this assignment schedule is subject to change at the discretion of the instructor. Any changes made will appear on the announcement page. Please be reminded to check the announcement page daily. Grades can be viewed by clicking on "Grade Center". In this section you will find your grade and with the assistance of the assignment manager, constructive feedback on assignments submitted will be available.

**COURSE ASSIGNMENTS:**

**ASSIGNMENTS SUBMITTED ON THE SECOND DAY AFTER THE DUE DATE WILL AUTOMATICALLY DECREASE BY ONE LETTER GRADE, WEEKENDS INCLUDED.**

Assignment Schedule for EDUC 350-1

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE/ Pt. Value (%)</th>
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</thead>
<tbody>
<tr>
<td>Class Introductions/Syllabus/Introductory Essay</td>
<td>Aug. 21 (25pts)</td>
</tr>
<tr>
<td>Essay Summary:</td>
<td></td>
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<tr>
<td>Module 1 (Journal Research: Documentary)</td>
<td>Aug. 28 (20 pts.)</td>
</tr>
<tr>
<td>Module 2 (TBA)</td>
<td>Sept. 11 (100 pts. total)</td>
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<tr>
<td>Midterm Exam (Ch. 1-5 and accompanying supplement reading)</td>
<td>Oct. 4 (150 pts.)</td>
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<tr>
<td>Fall Recess</td>
<td>Oct. 11 (100 pts.)</td>
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<tr>
<td>Module 3</td>
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<tr>
<td><strong>Data-Driven Lesson Plans (4) to Task Stream</strong></td>
<td>Oct. 14-15</td>
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<tr>
<td>Module 4</td>
<td>Nov. 13 (100 pts.)</td>
</tr>
<tr>
<td><strong>Authentic Texts</strong></td>
<td>Nov. 6 (Goal is a 2)</td>
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<td></td>
<td>Nov. 25 (100 pts.)</td>
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Assignments at a Glance

Essay Summary:

Due Date: August 28, 2013 (25 pts.)

Write a 2-3 page essay summarizing at least two articles on either of the following topics:

Round Robin Reading

Motivating struggling readers

Please be sure to include in your essay how you would use this information in a lesson when you become a teacher.

Journal Research

Due Date: September 11, 2013

Read two journal articles based on literacy in elementary education. Write a critique on each article based on the guidelines below.

Directions for Journal Critique

Read at least (4-6) articles from a leading educational journal in order to answer the following questions in a 2-4 page report (documentary):

1. How do you motivate struggling middle and high school students to read?
2. How do you analyze, compare, contrast and use assessment results to plan, evaluate and revise effective instruction for all students within an assessment/evaluation instruction cycle?
3. What are the best practices for teaching vocabulary and assessing oral reading ability?
4. How do you become a culturally responsive teacher?
5. What impact does student discipline have on student achievement?

Your critique should be 2-4 typewritten pages, doubled-spaced, Times New Roman 12 inch point font. Your paper should contain a brief summary that is well written and flow smoothly addressing the questions. Your paper must be written in essay form, not question/answer form. Your paper must include your personal reaction as to how you will use this information when writing your lesson plans that are to be submitted to Task Stream. Be sure you remember the research as it will be important when you do lesson
plans later. You will be expected to use current research best practices throughout your plans. Be sure to include your name and date on each page.

The first page of the article critique should have a full article citation at the top of the page. You should use APA style to complete this (See example).

Read the article thoroughly. Highlight five statements in the article that made you think or react strongly. Quote the five statements as a part of your critique and then respond to those statements.

The critique should be between 2 and 3 pages double spaced. The statements should be numbered based on the order in which they appeared in the article and underlined. After the statement, you should write your response.

Example:

McKenna, M. C., & Kear, D. J. (1990). Measuring Attitude toward Reading: A new tool for Teachers. The Reading Teacher, 52 (4), 626-639. Suffice it to say, outreach efforts between urban schools and urban families stand as considerable challenge for many educators. Of equal significance is the fact that poor children are more likely than non-poor children to be in at-risk categories. To succeed in school, these children often need special help that may or may not be available.

Once you have read the syllabus click on the "Mark Reviewed" button located inside the Syllabus folder. By marking this item reviewed, you are confirming that you have read and understand the syllabus.

Assignments at a Glance

(4) Lesson Plans

Due Date: November 13, 2013

Explanation – You are to develop and submit six (4) lesson plans. Each lesson should be thematically centered on how to integrate reading in the content areas. In essence, if you are a science teacher, write a lesson plan that depicts how you are going to integrate the teaching of reading in your science class. You are to develop individual lesson plans for the following areas: cooperative learning, integrated learning (mathematics and science), multicultural education, Language Arts and Social Studies. You may use the Madeline Hunter lesson plan model, or you may use some other form that captures the dynamics of effective instructional delivery.

You may use the below integrated lesson plan as a model:

Title: Oceans of the World
Subject Area(s): Physical Science, Language Arts, Mathematics

Grade/Ages: Grade 4

Prospective Number of Students: 20 or more

Focus Points:
1. The Ocean is a dynamic environment that is constantly changing.
2. The ocean has a landscape below it that has many of the same features as dry land.
3. Oceans can influence the global climate.

Time Necessary: 6 days

Overview: The purpose of this lesson is to familiarize the students with the dynamic nature of the ocean . . .

Interdisciplinary Objectives:
1. Students will be provided the opportunity to graphically portray information about their findings through the use of computer graphics.
2. Students will analyze different aspects of the ocean environment.
3. Students will be required to use appropriate Language Arts skills to record information as they conduct their research and write a report about their feelings.

Materials:
1. Teacher generated materials. The teacher will provide a vocabulary list that students will use to learn new words for a reading assignment, worksheet for other cultures.
2. Student generated materials. Students will generate a written assignment about one of the stories.
3. Assorted research materials. Students will use their readers as the source for understanding the materials, and will use the library for research.

Grading Scale: The grading scale used is based on a point system calculated by Blackboard via the Assignment Manager. However, the point values assigned are consistent with University policy and are as follows:

MIDTERM: 370-332= A  331-264= B  263-183= C  182-110= D  108- BELOW= F

FINAL: 770-690= A  689-548= B  547-381= C  380-227= D  226- BELOW=F
Two or more missed assignments could result in a grade of ‘FA’

Other Classroom Policies:

- **Attendance Policy:** The University’s Attendance Policy will be strictly enforced.

- **Drop Policy:** In order to drop or withdraw from this course, candidates must adhere to the University’s add/drop policies.

- **Missed Assignments / Make-up Work:** Immediately upon return to the University, please submit a copy of documentation for absence to the professor. Assignments must be made-up within one week of the absence.

- **Appropriate dress required.**

OTHER ECSU RESOURCES

G.R. Little Library  
(http://www.ecsu.edu/cs/library.cfm)

ECSU Academic Calendar  
(http://www.ecsu.edu/publications/students/academiccalendar.pdf)

Academic Computing and Network Services (email accounts)  
(http://www.ecsu.edu/emailhelp/emailhelp.cfm)

POLICY ON INCOMPLETE

A grade of “I” indicates that the student may have maintained a passing average, but for reasons beyond his or her control, some specific performance such as an examination, a report, a notebook, or experiments has not been completed. An instructor should give a student an “I” grade ONLY for justifiable reason. An “I” graded carries no quality points and is computed in the student’s grade point average.

When a grade of "I" is assigned, a detailed description of the work to be completed will be determined by the Instructor and provided to the student and the Chairperson. An "I" grade may not be removed by repeating the course.

An incomplete earned in any given term (Fall, Spring, Summer) must be removed by the end of the eight weeks of classes during the next regular semester (see Academic Calendar). If not removed, the grade of "I" will be automatically changed to a grade of "F".

**Policy on Academic Honesty:** As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The examples and definitions given below are intended to clarify the standards by which
academic honesty and academically honorable conduct are to be judged. The following list is merely illustrative and is not intended to be exhaustive.

- **PLAGIARISM.** Plagiarism is presenting another person’s work as one’s own. It includes paraphrasing or summarizing the works of another person without acknowledgement, including submitting another student’s work as one’s own.
- **CHEATING.** This involves giving or receiving unauthorized assistance before, during or after an examination.
- **UNAUTHORIZED COLLABORATION.** Submission for academic credit for a work, product or a part thereof, represented as being one’s own effort that has been developed in substantial collaboration with or without assistance from another person or source is a violation.
- **FALSIFICATION.** It is a violation to misrepresent material or fabricate information in an academic exercise or assignment.
- **MULTIPLE SUBMISSIONS.** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases where there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable or even required.

**Accommodation Statement**

ECSU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112- The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

The university is required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels.

Any student in the class who has a disability that may prevent full demonstration of ability should contact the instructor personally before the end of the first week of classes so that a discussion can be held regarding accommodations necessary to ensure full participation and facilitate individual educational opportunities.

**Bibliography of Suggested Readings:**

Atwell, N. 2009. *In the Middle: Writing, Reading and Learning with Adolescents.*


