

Cedar Crest College
Fall 2008
EDU-514: Reading in the Content Areas

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Office Hours:

*Please note that I will only correspond via Cedar Crest email accounts. In case of inclement weather, you may call my voicemail or the education office on the day of class.

Course Description: Students in this course will examine best teaching practices for supporting students in the reading of content area texts. Students participating in this course will gain expertise in the strategies that increase comprehension skills for content area reading. In addition, students will learn to extend content area learning through the integration of adolescent literature. A review of research of the current trends in adolescent reading is a component of this course.

Course Objectives:

Students in this course will:

- develop an understanding of the importance of active learning across content areas in secondary content area instruction.
- develop skills in fostering the reading comprehension in the academic content areas.
- develop the ability to assess literacy and content area learning.
- acquire the knowledge and skills for fostering better reading comprehension through developmentally appropriate pre-reading activities.
- develop skills in fostering students' development of general and content area vocabulary.
- develop strategies for using writing experiences as a tool for active learning in the content areas.
- develop an understanding of the value of and skills for integrating literature across the content areas.
- develop a repertoire of study skills to teach as appropriate strategies for fostering better reading comprehension in the content area.
- acquire strategies for expanding literacy and content learning through technology.
- develop an understanding of professionalism and ethical behavior as an educational professional.
- develop strategies for collaborating with parents, other professionals and the community in fostering academic content and literacy learning for all students.
- examine current literacy policies and their affects on instruction.
- research current trends in the area of secondary reading.

Required Texts and Materials:

Conley, M.W. (2008). *Content Area Literacy – Learners in Context*. Pearson Education, Inc.

Lewis, J. & Moorman, G. (2007). *Adolescent Literacy Instruction – Policies and Promising Practices*. International Reading Association

Copy of International Reading Association's Literacy Statement available @ www.reading.org

Copy of PA Academic Standards for your content area

Copy of PA Academic Standards in Speaking, Listening, Reading and Writing

Academic Honesty/Protocol: The formal honor code adopted by CCC as outlined in the college catalogue and student handbook will be followed in this course. Appropriate classroom behavior is implicit in the CCC Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous and respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations or any other behavior that might disrupt instruction and/or compromise students' access to learning. Cell phones should be turned off before class begins. Any failure to comply with this protocol will result in a lowered grade for the course.

Attendance & Late Arrival: Attendance/Lateness/Leaving Class Early (Departmental Policy):

Your attendance at all class meetings is expected and a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts prevent you from fully attending all classes, you are strongly encouraged to take this course during another semester. If an illness or emergency occurs during the semester, you are responsible for contacting the course instructor to make up work missed. Due to the interactive nature of this course, however, there will be assignments that you will not be able to make up if you are absent.

Assignments: Students who are absent from class are responsible for obtaining assignments due from other members of the class. Late assignments or projects will be lowered a full letter grade for each day they are overdue. Assignments are due at the start of each class session. Therefore, anything turned in (including email) after class will be considered late. If you have difficulty with an assignment please make an appointment to meet with me for assistance. In addition, there are helpful services available through the Advising Center. The most expedient way to contact the professor is through email.

Plagiarism: Is regarded as failure to comply with the college honor code. If it is determined that a student has used the work of another person and has not cited that person properly in APA style as the source of idea(s), a grade of “0” will be earned for that paper. It is essential that the student use proper citing in all papers submitted for grading. Students may not use the same paper, unit, or lesson plan for more than one course without the permission (in writing) of both instructors.

Course Outline:

Class	Discussion Topics/Activities	Assignment/Readings
8/28	Course Overview/Syllabus International Reading Assoc. – Position Statement, Reading Next Report, Content Literacy Ch. 1 CAL, Ch. 1 & 2, AIL	
9/4	Adolescent Readers – Who are they? Share Literacy Biography Articles:	Create Literacy Biography Read Ch. 3 - pgs. 53-57 only, 4,5, 14 AIL Read Ch 2 CAL
9/11	Standards & Accountability High Expectations School Wide Programs	Read Ch. 6 AIL, Read Ch. 3 CAL
9/18	Reading Skills Texts Academic Literacy	Read Ch. 9 AIL, Read Ch. 5 CAL
9/25	Planning for content literacy Metacognition	Read Ch 6. CAL
10/2	RTI Prior Knowledge/Schema	Read Ch. 7 CAL
10/9	Class Presentations Motivation	
10/16	Vocabulary Mid-term Option	Read Ch. 8 CAL Lesson Plan #1 due
10/23	Comprehension Critical Literacy	Read Ch. 10, 11 AIL Read Ch. 9, 10 CAL
10/30	Literature Circles ESL issues	Read Ch. 12, 13 AIL Research Papers Due
11/6	Writing Class Presentations	Read Ch. 11 CAL Lesson Plan #2 Due
11/13	Study Skills Assessment	Read Ch. 4 CAL Reading Responses due
11/20	Literacy Coaches Book Share Final Exam and Technology Assignment distributed Course Evaluations	Annotated Bibliographies DUE

11/27	No CLASS - Thanksgiving	
12/4	Technology Activity – no formal class meeting – email to professor by tonight @ 9:00	Final Exam Option Due – email format. All extra work due.

***The professor reserves the right to make changes in the course content and schedule at her discretion.**

Grading Scale

500+	A	399 – 385	C+
499 – 450	A-	384 – 370	C
449 – 438	B+	369 – 350	C-
435 – 420	B	349 – 340	D+
419 – 400	B-	339 – 300	D
		299 and below	F

Student Accomplishments:

The format of these requirements allows for some choice in your performance assessments.

Your plan and contract are due 9/4.

Assignment:

- Annotated Bibliography: **Read a minimum of 5 adolescent literature novels that involve your content area.** (10 points each). Write a two to four page synopsis of the book. This should include a summary and several ideas of how you might incorporate this book. You may do up to 10 bibliographies.
Due: 11/20
- Lesson Plans: **You must complete at least two lesson plans** (50 points each). The first is a lesson plan that incorporates one of the novels that you have read. The second will involve teaching a textbook section using the strategies that you have learned in this course. This lesson plan must include some visual organizer. You can do up to 4 lessons. This must be completed in CCC lesson plan format.
Due: 10/16 & 11/6
- Research: You must do an analysis and synthesis of at least two articles from class topic list (50 pts.). You can receive up to 25 points for each additional article used (maximum of 5 articles). Your research paper must adhere to APA format.
Due: 10/30
- Presentations: **Each student will do at least one presentation with the class.** Certification students must teach a lesson that they have prepared from their novel. Non-certifications students may do a lesson or present your research analysis (50 points). Both populations may do one additional presentation for 50 points – either a lesson or research.
Due: 10/9 & 11/16
- Textbook Options - **You must select at least one of the following** (50 points each):
 - Five – Reading Responses (minimum two typed pages). Due: 11/13
 - In class - Mid-term Exam – 10//09 Content Literacy Text – Chapters 1,2,3,5,6,7
 - Take home - Final Exam – 12//04 Content Literacy Text – Chapters 4,8,9,10,11,
- Technology Activity – **Must be completed by the last night of class by email** (25 points). Instructions and requirements will be discussed later in the semester. (12/4)
 - Rubrics and scoring guidelines will be discussed during class.
 - Please note:** By doing the basic requirements, you will **NOT** earn enough points to receive a “B” for the course. You will need to do some of the addition options. You must do all required work or no additional points will be include in your final grade.
 - Due dates are binding.** Late assignments will be dropped on letter grade per day.

Contract for Assessment

Name _____

My plan for performance assessment is as follows:

1. _____ Annotated Bibliography @ 20 pts. each (must do 5) – All due by 11/20; may be turned in as completed.
2. _____ Lesson Plans @ 50 pts. each (must do 2) – Lesson #1 due 10/16, Lesson #2 due 11/6
3. _____ Research Projects @ 25 pts. each article (must do 2 articles) due 10/30
4. _____ Presentation @ 50 pts. each (must do one) – dates are 10/9 & 11/6.
5. _____ Textbook Options @ 50 pts. each (must select one option)
 - Reading Responses – due 11/13; may be turned in as completed
 - Mid-Term – 10/16
 - Final Exam – 12/4 – take home and emailed to professor
6. _____ Technology Activity @ 25 pts. (required) 12/4

This contract is binding. Any changes made to this agreement must be discussed with the professor.

Signature: _____