

**Cedar Crest College**  
**Fall 2009**  
**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.

Zwiers, J. (2004). *Building reading comprehension habits in grades 6-12: A toolkit of classroom activities*.  
International Reading Association.

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. Text messaging and other cell phone activities are also unacceptable disturbances during class. As a future or current educator you are expected to uphold the responsibilities of that position.

**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.

**Student Accomplishments:**

1. **Annotated Bibliography:** Read 5 adolescent literature novels. (20 points each). Try to find titles that can be incorporated into your content area. Write a two-three page summary that also includes three ideas /activities of how you might incorporate this book into your classroom. Your summary should also include the intended age level, genre and theme of your book. You should also review what the critics have said about the book and any awards that this title may have won.

**Selected Books should be from the following categories:**

- One Newbery Award Winner
- One Best Books for Young Adults - <http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/bestbooksya/bestbooksyoung.cfm>
- One Multicultural title that has one at least one award and is appropriate for middle to high school students – [www.adl.org](http://www.adl.org)
- One Choice Booklist: Young Adult Choices – list available through the International Reading Association – [www.reading.org](http://www.reading.org)
- One of your choice

Rubric for annotated bibs.

Criteria	5	4	3	0
Summary	Includes: age level, genre, theme, brief summary of plot	Missing one component expected	Missing two components expected	Summary lacks details to fulfill the assignment
Critics and Awards	Includes at least two critiques by an expert; and lists awards	Includes one critique and list some awards	Missing a component	Did not attend to this section of the assignment
Activities	Describes three activities on how you will use this book in the classroom; logical and engaging	Describes two activities, etc.	Describes one activity Or activities are not logical or engaging	Did not include activities
Organization/Spelling and Grammar/APA	Paper is well written and attends to APA	1-2 errors present	3-4 errors present	Many errors are present

2. **Unit Plan:** You have your choice of two types of unit plans. Each unit must follow the CCC format and clearly include a minimum of five lessons that engage the reader in before, during and after activities. Each unit must also include a graphic organizer that aides the learner and is appropriate for the unit/lesson. The lessons in this unit must cover the domains of affective, cognitive and psychomotor at least once.
  - First Choice – a content area unit that also teaches reading skills through a variety of materials beyond the textbook.
  - Second Choice – a literature based unit based on one of the novels you have read. This unit also should engage the learner in a variety of reading skill and integration into some content area.

**Unit Scoring:**

Format	10
Objectives that meet both reading and content area standards	15
Variety of learning styles are met	15
Before reading strategies	15
During reading strategies	15
After reading strategies	15
Overall quality and content	<u>15</u>
	100

Research Rubric:

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Purpose</b>	Explains the key points including the less obvious	Explains key points	Explains some key points	Does not explain key points
<b>Organization and conventions</b>	Organized, clear, well-constructed sentences, punctuation, grammar and spelling are accurate	Generally organized and clear- beginning, middle and end is evident, some errors in grammar punctuation and/or spelling	Lack of organization makes paper difficult to follow and errors are distracting	Organization is neglected and many errors present
<b>Details</b>	Details enhance and support the key points	Some details present but some key details missing	Few details provided	Lacks detail
<b>Personal Connections</b>	Connections of knowledge learned and classroom teaching are pertinent	Some personal connections made	Few personal connections made	No connections made
<b>APA</b>	100% accurate	Some minor errors	Major errors present	No APA

3. Research: You must do an analysis and synthesis of at least three research studies (They must be studies, not just articles). Your research paper must adhere to APA format. It should include a synthesis of the studies and a personal reflection on how this information is important to you. Five – Seven pages in length. (100 pts.)
4. Presentations: **Each student will do at least one presentation with the class.** Certification students must teach a lesson. Art of Teaching students may do a lesson or present your research analysis (100 points).
5. Professionalism & Class Participation (100 pts.)

**Grading Scale**

500 - 475	A	399 – 385	C+
475 – 450	A-	384 – 370	C
449 – 430	B+	369 – 350	C-
429 – 420	B	349 – 340	D+
419 – 400	B-	339 – 300	D
		299 and below	F

**ALL certification students must achieve a B or better in this course**

**Assignment List:**

5 Annotated Bibliographies	100
Unit Plan (5 Lessons)	100
Research Synthesis	100
Class Presentation	100
Participation and Professionalism	<u>100</u>
Total	500

### Course Outline:

Class	Discussion Topics/Activities	Assignment/Readings
8/27	Course Overview/Syllabus Content Area Literacy Adolescent Literacy: Position Statement	
9/3	Adolescent Literacy, Diversity and Today's Learners: Differentiated Instruction Group work on NCLB etc. Share Literacy Biography	Read Ch. 1 & 2 CAL Create you own Literacy Biography Research for group discussions
9/10	Standards & Accountability High Expectations Group Work	Read CH. 3 & Literacy Instruction in the Content Area Report – Alliance for Excellent Education
9/17	Assessment Share/discuss group work on NCLB	Read Ch. 4 CAL Read Ch. 1 & 2 BRCH <b>Bib #1 Due</b>
9/24	Understanding and Using Texts RTI	Read Ch. 5 CAL Read Research Based Content Area Reading Instruction – Texas Reading Initiative Read RTI
10/1	Activating Prior Knowledge Motivation	Read Ch. 7 CAL Read Ch. 4 BRCH <b>Bib #2 Due</b>
10/8	Planning Vocabulary	Read Ch. 6 & 8 CAL Read Ch.7 BRCH
10/15	Reading to Learn vs. Learning to Read	Read Ch. 9 CAL Read Ch. 5 BRCH <b>Bib #3 Due</b>
10/22	Christie Whitman Lecture	Campus Wide Activity
10/29	Comprehension Critical Literacy	Read Ch. 10 CAL Read Ch. 8 BRCH
11/5	Literature Circles Questioning <b>Class Presentations</b>	<b>Research Papers Due</b> Read Ch. 6 BRCH
11/12	Writing <b>Class Presentations</b>	Read Ch. 11 CAL <b>Bib #4 Due</b>
11/19	Study Skills Literacy Coaches <b>Class Presentations</b>	Read Ch. 4 CAL Read Ch. 3 BRCH <b>UNIT Plan due</b>
11/26	<b>No Class</b>	
12/3	<b>Class Presentations</b> Book Share Course Evaluations	<b>Bib #5 Due</b>

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

