

Cedar Crest College
SPRING 2009
EDU-314: Adolescent Reading

Instructor: Dr. Jill Purdy
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Class: Thursday 7:00-9:30
Office Hours: Tuesday 3:00 – 5:00, Thursday 3:30-6:30

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

Course Description:

This course is designed for students preparing to teach the secondary schools (grades 7-12). This course will examine skills needed for reading in the secondary academic content classroom, and strategies for the reading and study skills of secondary learners. Students will be aware of strategies for integrating authentic literature and process writing into their academic content areas. Prerequisite: EDU 150.

Course Objectives:

Students 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 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.
- Create bridging activities that connect literature to their content area classrooms.
- 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 strategies for collaborating with parents, other professionals and the community in fostering academic content and literacy learning for all students.

Required Texts and Materials:

Brozo, W.C. & Simpson, M. L. (2007). *Content Literacy for Today's Adolescents*.
Fisher, D., Brozo, W., et al (2007). *50 Content Area Strategies for Adolescent Literacy*.
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.

Education Department Attendance 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. Your attendance will be scored on the Professional Rubric – see attached.

PLEASE NOTE:

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. Also, there are services available through the Advising Center. Students who are absent from class on the day of a group or individual presentation must contact the group and the professor immediately. These absences are subject to a drop in letter grade. The most expedient way to contact the professor is through email.

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

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 in APA style as the source of idea(s), a grade of "0" will be earned for that paper. Not knowing how to cite a source will not be considered as an excuse for plagiarism. **Student must submit original work.** Students may not use the same paper, unit, or lesson plan for more than one course without the permission (in writing) of instructor.

Accommodations:

Students with documented learning disabilities who may need academic accommodations should discuss the needs with their professors during the first two weeks of class. Students with disabilities who wish to requests accommodation should contact the Advising Center during the first week of class.

Assignments:

Unit Plan	100	<i>ALL EDUCATION STUDENTS MUST ACHIEVE A "B" or BETTER IN THIS COURSE.</i>
Mid Term	100	
Annotated Bibliography	100	
Lesson Presentation	100	
Final Exam	100	
Professionalism	<u>100</u>	
Total Points for Course:	600	

Grading Scale

600 - 560	A	479 - 470	C+
559 - 540	A-	469 - 445	C
539 - 530	B+	444 - 420	C-
529 - 510	B	419 - 410	D+
509 - 480	B-	409 - 365	D
		364 and below	F

Course Outline:

Class	Discussion Topics/Activities	Assignment/Readings
1/22	Course Overview/Syllabus/ Assignments Today's Adolescents 15 Key Elements of Effective Adolescent Literacy Programs – Reading Next Report	Ch. 1 CLTA
1/29	Promote Active Reading Metacognition Before READING strategies	Ch. 2 CLTA CASAL – Activities: 1,2,12,14,16,18,22,29,31,35
2/5	Comprehension Strategies & Dimensions During READING Strategies	Ch. 3 CLTA CASAL – Activities: 3,5,6,7,9,11,15,20
2/12	Motivation After READING Strategies	Ch. 5 CLTA CASAL – Activities: 4,8,10,13,17,19,21,23,24,25 1 Annotated Bibliography Due
2/19	Vocabulary in the content area Graphic Organizers	Ch. 6 CLTA
2/26	Questioning Techniques Writing Process in Content Areas Communication with parents, peers and community	Ch. 7 CLTA
3/5	Mid-term	Mid-term – Chapters: 1,2,3,5,6,7 1 Annotated Bibliography Due
3/12	SPRING BREAK	
3/19	Multiple Sources Share Books with group	Ch. 8 CLTA Book Share CASAL Activities: 36,40,41,43,45,46,49, 50
3/26	Literature Circles Assessment	Ch. 4 CLTA CASAL Activities: 32,38,42,47,48 1 Annotated Bibliography Due
4/2	Study Skills/Helping student understand textbooks RTI- Response to Intervention	Ch. 9 CLTA CASAL Activities: 26,27,28,30,33,34,37,39,44
4/9	Multiple Literacies in the Secondary Classroom Lesson Plan Presentations	Ch. 10 CLTA 1 Annotated Bibliography Due
4/16	Lesson Plan Presentations	Unit Plan Due
4/23	Lesson Plan Presentations Final Exam Review Course Wrap-up /Evaluations	1 Annotated Bibliography Due
4/30	Final Exam – Chapters: 4,8,9,10	

EDU 314 Spring 2009 Assignments

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 three-four page synopsis of the book. This should include a summary and three ideas /activities of how you might incorporate this book into your classroom (be sure to go beyond the Barnes and Noble summary).Your summary should also include the age level, genre and theme of the book.

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
- One Choice Booklist: Young Adult Choices – list available through the International Reading Association – www.reading.org
- One of your choice

Rubric for annotated bibs:

Criteria	20	18	16	12-0
Requirements	All requirements are met	Missed one of the requirements	Missed two of the requirements	Requirements not attended to
Organization and conventions	Organized, clear summary, grammar and spelling are accurate, APA is accurate	Generally organized, some errors present	Lacks organization and/or errors are present	Organization is neglected and/or errors are present
Accuracy	Observations are accurate and supported	A few inaccuracies are present	x	Several inaccurate observations

2. Unit Plan: You have your choice of two types of unit plans. Each unit must follow the CCC format and include five lessons that engage the reader in before, during and after reading activities. The lessons in this unit must cover the domains of affective, cognitive and psychomotor (at least one of each somewhere in the unit) and include before, during and after reading strategies.. Each unit must also include a graphic organizer that aids the learner and is appropriate for the unit/lesson. Finally, a final assessment must be included. This can be in the form of a test, writing assignment, project etc.

- 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 skills and integration into some content area.

Scoring:

Format (CCC format is accurate)	10
Well written objectives that meet both reading and content area standards (You may abbreviate SWBAT or TLW)	10
Variety of learning styles are met	15
Before reading strategies* (at least two)	10
During reading strategies* (at least two)	10
After reading strategies* (at least two) (*You will need to mark/indicate where you are addressing a reading skill. This can be done through a marker, different color pen, or post it. Be sure to indicate the reading skill you are addressing).	10
Graphic Organizer (appropriate for lesson, content and learner)	10
Unit assessment (appropriate for unit, content and learner)	10
Overall quality and content	<u>15</u>
	100