EDUC 5380/RDGED 3303
Content Area Reading

Instructor: Dr. Novella Washington
Class Schedule: M 5:30-8:15pm, Strake 202
Office Hours: By appointment
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Course Description: Analysis of factors contributing to adolescent reading skill development; reading levels in instructional materials; current research; adolescent reading interests; techniques for teaching reading in the content areas.

Course Objectives:
Students will understand more about:
- Literacy acquisition and maintenance
- The principles that motivate learning
- Young adult literature’s place in content area classrooms
- Using reading and writing skills to teach content area skills and concepts
- Basic needs and concomitant problems faced by adolescent readers
- Characteristics of appropriate curriculum, instructional strategies, instructional arrangements, - resources, and student performance assessments
- Instructional strategies to teach vocabulary, writing, and comprehension in content area courses
- Educational trends and issues related to reading

NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE)/INTERNATIONAL READING ASSOCIATION (IRA) STANDARDS FOR READING PROFESSIONALS REVISED 2003 http://www.ncte.org/standards
Standard 1. Candidates have knowledge of the foundations of reading and writing processes and instruction.
Standard 2. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
Standard 3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
Standard 4. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
Standard 5. Candidates view professional development as a career-long effort and responsibility.

Methodology: Each class will include a brief lecture given by the instructor. A large portion of the class will include large and small group discussion and activities. These discussions and activities are designed to apply, analyze, and synthesize, and reflect upon the queries, concepts, strategies, techniques, and any other information relating to literacy that teachers may encounter in their classrooms.

Assignments: Late assignments will be counted off by 10% and will not be accepted after one class period.
**Exam:** There will be one Final Examination at the close of the semester. The exam will include information that is specific to the content that is read, discussed, and presented in the class. The exam will include multiple-choice, short answer, and an essay. The exam will be given on-line with a particular window of opportunity given to complete it.

**Young Adult Trade Book Review:**
Read one trade book
Books may be:
- Fiction or non fiction
- Extremely long texts (over 150 pages) may be reduced to just a few chapters
- Discuss concerns with instructor

Review and evaluation of the book of your choice. It should be a book that is specific to the content area that you teach or would care to focus upon. The Review should be at least 400 words long. It should include a synopsis of the book, suggestions for implementing the book in a classroom (strats/lessons), and a review of the book (thumbs up or down and why). You will give a 5 to 7 minute presentation of your review to the class. If you have special concerns with this assignment related to the subject you teach or would care to focus upon, they should be discussed with the instructor.

**Reaction Paper:** Students will complete two papers that is a reaction to or application of a peer-reviewed article related to the topics discussed for this course. The reaction paper is more than a summary of the article; it is an application of the most important information presented in the article. Each paper will be unique in that each student will apply the information to their own classrooms and learning experiences. On the other hand, it is not a narrative paper either. It is a critical analysis of the information that prompts examples and opinions of the writer. So, I would expect that any opinions or examples will be anchored by that which is presented in the article. Each paper should be three pages in length, include two to three peer-reviewed articles as a basis, and APA format.

**Participation/On-line discussion:** Students are expected to come to class prepared to participate in activities and discussions related to the assigned readings. As professionals, students are expected to participate meaningfully and respectfully. That is, each student should contribute to both the small group activities and large group discussions in a meaningful way that reflects their preparation and understanding. It may occur that there is a difference of opinion among students. This of course is not unusual and may contribute to the students finding a deeper level of understanding in regards to the topic that is being discussed. These differences should be handled in a respectful manner that is reflective of professionalism and consideration. In-class activities will also be given points that will contribute to your overall participation grade. In-class activities can only be completed in-class and should you be absent there will be no make up for those points missed. There will also be on-line discussions that will include a prompt or question. Students should respond to the prompt or question on the discussion board in no less than 200 words. The date that the discussion prompt is available is listed on the course schedule. However, students have until the Sunday after (at midnight) the day it has been posted to complete their response.

**Attendance:** Students are expected to adhere to the University of St. Thomas attendance policy. Tardiness is considered unprofessional, as is early exit from a course meeting. Please notify the professor if you have job-related issues that will cause you to be absent from attending the class. Illnesses, family issues, or unforeseen circumstances should be handled in a professional manner. Assignments are still due on or before the due date despite an absence. Three tardies will be considered one absence. More than 3 unexcused absences will result in the lowering of the final grade by one
letter. In the compressed track cycle, one unexcused absence is handled in a similar way. Please make arrangement with a classmate to receive handouts and class notes. Inclement weather procedure: Please be aware of University procedures due to inclement weather. Stay tuned to radio and news, and the professor will make a reasonable attempt to contact students by blackboard or email if class is cancelled.

Classroom Disruptions: Cellular phones should not be used during class time. Texting and conversing on the telephone during and in class is forbidden. This does not apply to online classes.

Academic Honesty: Academic honesty is taken very seriously by the University. Any instances shall be documented and reported to the dean. Academic dishonesty includes but is not limited to cheating on an examination, plagiarism, or knowingly assisting another student in these endeavors. Students may receive an “F” for the project or entire course. For further information refer to the Undergraduate catalog.

ADA Statement
The University of St. Thomas maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:

1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition.

The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive services, please contact the Office of Counseling and Disability Services on the Second Floor of Crocker Center.

Social Justice Tenets

Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

Subsidiarity: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.

Dignity and rights of children: Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.

People have a right to an education: All people have a responsibility, for the good of society, to contribute to and foster education.

Grading:
Final Exam: 30%  A  100-95  C+  79-77
Reaction Papers: 20%  A-  94-90  C  76-74
Trade Book Review: 30%  B+  89-87  C-  73-70
On-line Discussion Posts: 10%  B  86-84  D  69-65
Class participation and Activities 10%  B-  83-80  F  64-0

Course Schedule

Aug 22-28  Introductions
Emergent Literacy Topics
Literacy Matters  Chapter
1

Aug 29-Sept 4  Learning with New Literacies  Chapter
2

Sept 5-11  Labor Day

Sept 12-18  Culturally Responsive Teaching in Diverse Classrooms  Chapter
3

Sept 19-25  Reaction Paper 1 due  Chapter
4

Sept 26-Oct 2  Assessing Students and Texts  Chapter
5

Planning Instruction for Content Literacy  Chapter

Assignment 1

Oct 3-9  Activating Prior Knowledge and Interest  Chapter 6

Oct 10-16  Fall Break

Oct 17-23  Guiding Reading Comprehension  Chapter
7

Assignment 2

Oct 24-Oct 30  Developing Vocabulary and Concepts  Chapter
8

Oct 31-Nov 6  Writing Across the Curriculum  Chapter
9

Reaction Paper 2

Nov 7-13  Studying Text  Chapter
10
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<tr>
<th>Nov 14-20</th>
<th>Learning with Trade Books</th>
<th>Chapter 11</th>
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<tr>
<td>Nov 21-27</td>
<td>Supporting Effective Teaching with Professional Dev.</td>
<td>Chapter 12</td>
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<td>Nov 28-Dec 4</td>
<td><strong>Trade Book Review due</strong></td>
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<td>Dec 5-9</td>
<td>Final Exam</td>
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This syllabus is subject to change at any time throughout the semester...