I. Descriptive Information

A. Course number and title: EDRD 730 Introduction to Teaching Reading in the Content Areas

B. Catalog description: A survey of the strategies and materials which facilitate students' reading and study skills in the content area classroom. For reading personnel and content area teachers in the middle and high school levels.

C. Course credit: Three semester hours

D. Intended audience: Professional educators seeking initial certification in a variety of content fields at the middle and secondary school levels, as well as in-service teachers seeking to extend their understanding of classroom practices with regard to the teaching of reading and basic literacy skills.

E. Instructor: Dr. Victoria Oglan
   Office: Wardlaw Room 206
   Phone: 777-7749
   Email: vaoglan@yahoo.com
   Office Hours: Tues. 12:00-2:30
   Wed. 12:00-2:30
   By Appointment

II. Statement of Course Goals and Objectives

Goals: The professional educator is expected to have an understanding of reading and writing as interactive processes and is able to use a variety of strategies and methods to teach and enhance literacy and study skills for students on a variety of instructional levels. This course defines basic literacy skills, higher order (cognitive) skills, high stakes testing, Tech Prep programs and a variety of teaching strategies to enhance students’ reading comprehension in all content fields.
Objectives: The professional educator will:

1. Demonstrate knowledge of views of the reading and literacy process and the skills and strategies proficient readers use.
2. Demonstrate an ability to plan reading and writing instruction incorporating general interactive methods, whole class and individualized instructional models that focus on teaching comprehension, vocabulary, writing and study skills.
3. Design, construct and use text assignments to show an understanding of developing lesson plans to meet the needs of all students in the classroom.
4. Demonstrate knowledge of state- mandated assessment programs, (i.e. Exit Examination requirements) and be able to link reading and writing assessment to specific subject areas.
5. Demonstrate an ability to differentiate student assignment based on student’s ability levels and special needs, exceptionalities, and cultural characteristics.
6. Design and construct instructional materials for integrating reading, writing, and higher order thinking skills into content/subject matter instruction and for guiding the reading comprehension and writing process.
7. Demonstrate the ability to plan and implement interdisciplinary and cross-disciplinary content curricula and instruction.
8. Demonstrate knowledge of special needs, learning styles and student characteristics that influence reading and literacy and be able to revise lessons to meet the needs of both gifted and low achieving students.
9. Demonstrate the ability to use technology to enhance teaching and learning.
10. Be familiar with teacher assessments (ADEPT) and related teaching strategies especially in the areas of reading and writing instruction.

III.  Required Texts and Readings


In addition to the texts, we will read articles which will be posted to Blackboard (BB) and/or distributed in class.

NOTE: You need to download a copy of the South Carolina Standards for your content area. The South Carolina State Department of Education link is http://ed.sc.gov/agency/offices/cso/
IV. Academic Course Requirements

1. Double Entry Journal
2. Literacy Narrative
3. Strategy Spotlight
4. Reflective Writing: Belief Statements
5. Text Set
6. Strategy Instruction Lesson Plans
7. Emerging Philosophy Paper

V. Evaluation and Grading

1. Double Entry Journal 40 points (2 x 20)
2. Literacy Narrative 20 points
3. Strategy Spotlight 20 points
4. Reflective Writing: Belief Statements 20 points (2 x 10)
5. Text Set 25 points
6. Strategy Instruction Lesson Plans 20 points
7. Strategy Instruction Lesson Plan Roundtable 10 points
8. Emerging Philosophy Paper 25 points
9. Participation/Preparation/Professionalism 20 points

Total 200 points

93-100=A 90-92=B+ 85-89=B 82-84=C+ 77-81=C 74-76=D+ 70-73=D

VI. Major Course Topics

A. What is Content Reading?
B. Models of Literacy Learning: Theoretical Perspectives
C. The Reading Process
D. Being a Reflective Practitioner
E. Schema Theory and Content Area Reading
F. Content Literacy as Meaning Making
G. Writing in the Content Areas
H. Vocabulary and Concept Development
I. Instructional Models for Teaching and Learning: Strategy Instruction
J. Cultural Diversity
K. Poverty, the Learner and Learning
L. Aligning Standards, Instruction, and Assessment
M. Assessment and Evaluation – More than just testing
N. ADEPT – Performance Assessment of Teachers
O. Accommodation of At Risk and High Needs Students
VII. Participation/Preparation/Professionalism

Learning is a social process, and the course is designed to support collaboration. Therefore, it is critical that you attend class and become a member of the community of learners through active participation. You are responsible for the growth of others as well as yourself.

This class offers ongoing opportunities for active participation. Active participation in group discussions will help you make meaning of the course content. Professional points will be given daily, based on:

- Coming to class on time with prepared assigned materials
- Discussion (small group and whole class) participation—bringing your DEJ to EVERY CLASS, engaging in conversations with peers about readings, paraphrasing ideas, summarizing main points, actively participating in all in-class engagements, and asking questions
- Listening to others
- Being a reflective practitioner
- Engaging in Blackboard postings etc.

You are expected to attend all meetings. According to the USC Graduate Bulletin, unsatisfactory attendance may be considered adequate reason for the instructor to request that the student withdraw from the class. We will use professional teaching standards existing in the field for attendance and communication. Given this, please call me at my office (777-7749) before class if you need to be absent and leave a message.

You will be responsible for materials and/or assignments missed when absent. You may consider asking a peer in class to collect materials for you. You can also check Blackboard for document postings. All handouts and overheads are posted to Blackboard.

If you email me, all email correspondence should be professional. Be sure to include a subject for each email sent and remember to type your name at the end of every email. You are one of 20 students in this course. Sometimes email addresses do not indicate the name of the sender.

Always check Blackboard announcements before contacting me with a question/concern about a given task. Often the answers to your questions are explained here. Be sure to check BB before coming to class, just as you would check voice mail at your school for messages from parents/colleagues trying to get in touch with you.

**Cell Phones** - Please turn off all cell phones while in class. If you have an emergency and need to take a phone call during class time please see me before class begins and inform me of the situation so I can make an exception to the cell phone protocol. As well, text messaging during class-time is not acceptable and will result in mark deductions in participation. No exceptions.
VIII. Description of Assignments

Professional Development

The Language and Literacy faculty in the COE at USC believe that learners are ultimately responsible for their own learning and that professional educators are lifelong learners and reflective practitioners. Thus, this course requires you to commit to reading, interacting, experiencing, and reflecting for the purpose of growing your knowing. Please note the following policy regarding assignments:

1) Assignments will be returned in a timely fashion. In most cases this means one week after submission. However, other times assignments may be returned two weeks after submission depending on the nature of the assignment.

2) Some assignments will be submitted to me both in hard copy and electronically.

Double Entry Journal (40 points)

You will keep a Double Entry Journal for all reading. BRING YOUR DEJ TO EVERY CLASS. I will stamp DEJ’s every class. Not having your DEJ every class will affect your final grade for that assignment. We will use the DEJ’s as a tool to inform our discussions.

1. Double Entry Journals must be typed using a two column format like the example given in class (also posted on BB).

2. You must have a Title Page and Table of Contents for your Double Entry Journal and these also must be typed. Samples will be provided on Blackboard.

3. You will also code sections of your DEJ. I want to see levels of thinking and reflecting so we will devise a coding system in class for you to use. We will base the coding system on Bloom’s Taxonomy and on what we learn about making connections to text. I expect to see reflections that demonstrate critical thinking about and/or creative application of the reading.

4. Be sure to accurately cite (author, text, chapter, page number) each quote you use. Refer to the sample given in class (also posted on BB)

5. For each chapter, or article, you will capture 3-5 significant ideas presented and include them in your DEJ along with your reflection.

On the information side of your journal: record direct quotes, summaries of ideas, or outlines. Your decision about what to record will depend on the type of reading and on your needs as a teacher and learner. It also depends on what you think is central to the author’s message. Include the necessary reference information.
On the personal side of your journal: think about writing to yourself, to me and to your peers. Experiment with a variety of responses. Relate the information to your experiences; put the ideas into your own words, draw conclusions; make connections to other readings; create visuals; ask questions. This side of the journal must be substantive and must demonstrate levels of thinking and diversity of thinking.

Please ensure that this journal accomplishes at least these goals:

1. It should become a collection of insights and citations that are reflective of your thinking as you move through the theoretical and practical fundamentals of learning about reading and writing in the content areas.
2. It should show reflection about your own dispositions, knowledge, and practices.
3. It should demonstrate clearly that you have read each assignment carefully and thoughtfully.

**Literacy Narrative (20 points)**

You will write a narrative about your literacy development. You can think of this paper as a literacy autobiography in which you explore the origins of the ways you learned to read and write. You can also discuss your current beliefs about yourself as a reader/writer. This papers serve two purposes: (1) reflective analysis of your literacy histories and (2) an opportunity to get to know one another in this class.

This paper should be 2-3 typed, double-spaced pages in length and will be published in a collective class anthology.

In developing this paper, you may want to explore some of the following questions:

(1) What are your earliest memories associated with learning to read?
(2) What are your earliest memories associated with learning to write?
(3) How do you currently approach reading/writing tasks?
(4) How do you feel about yourself as a reader?
(5) How do you feel about yourself as a writer?
(6) How do you use language in different settings?

Your literacy narrative is worth 20 points and will be evaluated on the following criteria:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of discussion/reflection presented in the writing</td>
<td>10</td>
</tr>
<tr>
<td>Sense of author’s voice and creativity in the writing</td>
<td>5</td>
</tr>
<tr>
<td>Writing conventions</td>
<td>5</td>
</tr>
</tbody>
</table>

We will engage in a writer’s workshop with rough drafts of this essay. **You will submit this both in hard copy and post to Blackboard digital dropbox.**
**Strategy Spotlight (20 points)**

You will work with a partner on this assignment. Together you will teach the class about one strategy from the *50 Content Area Strategies for Adolescent Literacy*. You will have 30 minutes to teach the strategy. You must engage the class in “living the strategy”. In addition, you must have a one page handout (double sided) for them explaining the details of this strategy and how it can be used in different content areas. **You will submit this both in hard copy and post to Blackboard digital dropbox.**

Your teaching will be worth 15 points and your handout will be worth 5 points. Rubrics will be used for evaluation.

**Reflective Writing: Belief Statements (20 points)**

Teachers’ beliefs about teaching and learning drive instruction. As a result, it is important for you to be able to articulate your beliefs. Using your DEJ, you will pull ideas / beliefs that resonate with you and share what you are coming to believe in a 3-4 page paper (double-spaced). You will submit 2 reflective papers during the semester. These papers will then offer a structure for your Emerging Philosophy Paper.

This writing will follow a structure which we will explore in class and this writing will be evaluated using a rubric.

**Text Set (25 points)**

We know that students struggle reading a textbook. We also know that relying on one textbook creates challenges for most learners. As a result, content teachers are embracing the idea of using text sets in their content classrooms.

Text sets—collections of resources from different genre, media, and levels of reading difficulty—are more supportive of the learning of learners with a range of experiences and interests than any single text. They are particularly supportive of less-experienced readers. Text Sets are more than a set of books and/or resources about a single topic. They are carefully selected by a knowledgeable teacher to explore a significant issue from multiple perspectives -- they invite students to think about complex ideas expressed in a variety of forms. Text sets invite a learner to enjoy, investigate, and imagine their way into meaning-making.

For this assignment, you will begin to collect texts that you could use in your content classroom. You will refer to the SC Standards to determine what themes or topics are required for your content area and make your determination based on the standards. You will need a collection of texts from a variety of genres: 5 YA novels, 5 picture books, 5 non-fiction texts, 5 websites, 5 other sources (may include movies, games, DVD’s, music etc).
Strategy Instruction Lesson Plans (20 points)
Strategy Instruction Lesson Plan Roundtable (10 Points)

Reading and writing extend beyond English and language arts classrooms. Success in every subject area depends on students’ ability to read with comprehension and express themselves with clarity and purpose. Therefore, the responsibility for teaching reading and writing extends into the content areas. In addition to reinforcing the basics of literacy, content area teachers must also teach reading and writing strategies that are specific to the content area; teachers must teach their students to be strategic learners.

As well, thoughtful teachers are also learners; they understand that their learning and their students’ learning are reciprocally related. They are teachers who make curricular/instructional decisions based on their beliefs and knowledge about the learning process and their learners. As teachers, we learn from both our own experiences and from the insights of others. Through your reading in the course, your conversations with your in-class colleagues, and your classroom experiences you will be in the process of developing an understanding of how to deliver curriculum in a way that engages all learners.

With this new knowledge at hand, you will develop 2 comprehensive content lesson plans. For each lesson, you will include at least three strategies per lesson (before, during, after reading) that you have come to know in this course (no repeats). You will consult your content standards to determine topics for instruction. As well, you will include all artifacts that you plan on using in your lesson. Each lesson must include an assessment piece.

You will conduct a 10 minutes presentation of one of your lessons in a Lesson Plan Roundtable. We will have in-class conversations about these lessons.

Emerging Philosophy Paper (25 points)

Learning is a life-long process and learners are constantly in the process of “outgrowing themselves”. You too will “outgrow yourselves” as you engage in reading, writing, listening, speaking, and thinking in this course this semester. Many of your thoughts, ideas and reflections will be captured in your Double Entry Journals and in your Reflective Writing papers which will provide a rich resource for writing this piece. You will write a seven to ten page, double-spaced reflection of your learning journey in the course and chronicle how you have grown your belief system over the semester. You will address what you now know about providing a place for all learners to learn.
You must include 7-10 references at a minimum. This paper will be graded using a rubric which we will discuss in class. You must include a title page and reference page. This paper must be in APA format. I will post some APA guidelines for you on Blackboard if you don’t have a manual.

The format for this paper will be the same as the Reflective Writing papers. We will have in-class conversations to address questions about this writing.

IX. Plagiarism

Any student who turns in work copied from another source (including the internet) without due credit to that source and without the consent of that other source has plagiarized and will receive a 0 on the assignment. In addition, a letter of Academic Dishonesty will be issued by the instructor and Department Chair to be placed in the student file.

X. Students with Disabilities

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the professor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the appropriate office.

XI. Online Course Evaluation

Near the end of this course, you will be asked to participate in an online course evaluation. Your input is valuable to me, as the instructor, and to the university. This will count toward your participation grade.

The College of Education asks all students in our courses to evaluate the quality of the instruction we provide. Please participate in this important process through the College of Education Online Course Evaluation at

http://www.ed.sc.edu/courseeval/

Log-in as a student using your last name, the last 4-digits of your SSN as our ID, and your e-mail address. Once logged in, complete the evaluation for this course. Instructions are available at the top of the page. Using Internet Explorer (version 5 or higher) browser is recommended for completing the evaluation.
Bibliography


Heinemann.


Tovani, C. (2004). *Do I really have to teach reading?: Content comprehension, grades 6-12*. 
Portland, ME: Stenhouse.


