EDTE 470:  
Reading and Writing Across the Curriculum

Catalogue Description:

Designed to examine the content, goals, and methods of teaching literacy in the middle school. Emphasis on the teaching of reading, writing, listening, speaking, media, and research across content areas.

Course credit:  2-3 credit hours  
Prerequisite:  None  
Intended audience:  Pre-service middle school teachers

Statement of Course Goals and Objectives:

Students enrolled in this course will:

1. build a repertoire of instructional alternatives to teach reading, writing, speaking, listening, media, and research skills in purposeful communicative contexts.
2. acquire strategies to support students’ critical thinking and decision-making as readers, writers, speakers, listeners, and researchers.
3. identify methods to observe and evaluate student progress toward literacy objectives appropriate for use in classrooms which include culturally diverse and exceptional students.
4. evaluate literacy instructional strategies in lights of current theories of language learning.
5. plan for the integration of reading, writing, speaking, listening, media, and research objectives and activities across the curriculum.
6. know principles of oral and written language acquisition across varied contexts, and appreciate the contributions of home-based language to school learning, as well as, school to work transition.
7. review professional materials such as policy statements of literacy organizations, journals, textbooks, and computer software.
8. design and implement instructional materials and plans which demonstrate sound principles of literacy teaching and learning.
9. develop confidence in themselves as empowered curricular decision-makers.
10. engage in the processes of writing across multiple genres.
11. grow in understanding of teaching and learning writing through reading research and theory and examining their own writing processes.
12. as teacher-researchers, practice gathering data and reflecting on student learning and instructional practices.

**Texts and Readings:**

**Note:** You need to download a copy of the South Carolina Standards for your content areas. Follow the directions on the document, “South Carolina Content Standards.”

In addition to the texts, we will read a variety of articles and chapters that will be posted on Blackboard and/or distributed in class.

**Evaluation and Grading**

1. Pre-Reading Plans/Reflective Narratives 12 points
2. During Reading Plans/Reflective Narratives 12 points
3. Post Reading Plans/Reflective Narratives 12 points
4. Text Set (*One in each area) 14 points
5. Strategy Lessons (*One in each area) 20 points
6. Writing to Learn Journal 15 points
7. Exam: My Literacy Learning 15 points

*3 credits (134 points possible)*

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

3 credits: 124-134=A 120-123=B+ 113-121=B 109-112=C+ 103-108=C 99-102=D+ 93-98=D

**Description of Assignments**

1. **Reading Plans/Reflective Narratives** (12 points)
   Throughout this course we will discuss the importance of knowing who our students are in order to provide effective instruction for them. For each reading plan, you will be given background information on a middle level student. You will write an instructional lesson plan that delineates how you would teach and support that student’s literacy learning during that phase of instruction in each of your content areas. Your plan must take into account the student’s strengths and interests.
Additionally, you will reflect and respond to the readings and class discussions that have informed your instructional plans. The purpose of the reflection is to deepen your understanding of the readings and topics explored in class, as well as prepare you for the small and large group discussions we will be having.

Each reflection should be a typed 2-3 page double-spaced paper and should follow APA format. Please do not summarize the readings. This is a place for you to raise questions, explore and react to issues raised in the readings and in class, and connect the readings to your own experiences. I want to know what the readings make you think about, the insights you gain, and what questions and wonderings you have. In your paper, you should cite the readings that helped you develop your thoughts and that support your growth. Please include an APA citation of the readings you cite at the end of your reflection.

Your reflections should accomplish these goals:

- 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.
- show reflection about your own dispositions, knowledge, and practices.
- demonstrate clearly that you have read each assignment carefully and thoughtfully.

2. Creating a Text Set (14 points)
For this assignment, you will begin to collect texts that you could use in your content area classroom. You will organize your text set around a theme or topic. You will refer to the SC Standards to determine what themes or topics are required for your content areas and make your determination based on the Standards. You will need a minimum collection of 20 texts from a minimum of 5 different genres: Junior and/or YA novels, picture books, poetry, nonfiction and/or informational texts, websites, and other non-print sources (music, movies, games, DVD’s, video clips, etc).

Text Sets are more than a set of books and/or resources about a single topic. They are carefully selected 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.

We will have further discussion in class about this assignment. We will be going to the Richland County Public Library to explore the resources they have to offer, and you will have time to select titles for this assignment. You will post an annotated bibliography of your text set on Blackboard to share with your classmates, and you will present your text set in class.

3. Strategy Lessons (20 points)
Using your Allen texts, Tools for teaching content literacy & More Tools for Teaching Content Literacy, you will design one complete lesson for each of your content areas. Each of your lessons will include all of the following:
- Pre-reading strategy
- During reading strategy
- Post-reading strategy
My evaluation of your lessons will be based on the following ADEPT Standards:

- Establishing and maintaining high expectations for learners
- Using instructional strategies to facilitate learning
- Providing content for learners

4. **Writing to Learn Journal: Systematic Reflections on Readings** (15 points)

   A reflective practitioner develops habits of responding to professional readings in intentional, consistent, and reflective ways. As you read texts and articles for this course, you will utilize strategies for capturing and responding to important insights in the readings. Strive to reveal your understanding, musing, thinking, exploring, and questioning about the issues, approaches, and methods posed by the material.

   When you use writing to intentionally and systematically reflect upon the readings, you will:
   - Make new connections;
   - Articulate your beliefs about language, literacy, and learning;
   - Make solid predictions and pose new questions;
   - Theorize from descriptions of exemplary practice and
   - Imagine practices that reflect current theory.

   Every week, you will write annotations and reflections of the assigned reading in your texts along with articles that I will either give to you in class or post on Blackboard. Please come to class with thoughtful, tangible responses to the readings that you have written in your Writing to Learn Journal. In so doing, you will be able to fully participate in class conversations. Your Writing to Learn Journal will be collected intermittently.

5. **Final Exam** (15 points)

   Learning is a life-long process and learners are constantly in the process of “outgrowing themselves.” You too will “outgrow yourself” as you engage in reading, writing, listening, speaking, and thinking this semester. Many of your thoughts, ideas, and reflections will be captured in your Writing to Learn Journal and your Reflective Narratives, all of which will provide rich resources to help you see where you have “grown your knowing.” For your final exam, you will chronicle how you have grown as a reader, writer, speaker, listener, and thinker. You will address what you now know about adolescent learners, the processes for both reading and writing, and the significance of reading and writing across the curriculum. Your final exam will include a series of scenarios that will require you to apply the knowledge that you have learned throughout the semester.

**Important Dates**

- **September 29** – Pre-Reading Plan/Reflective Narrative is due
- **October 13** – During Reading Plan/Reflective Narrative is due
- **November 3** – Post Reading Plan/Reflective Narrative is due
- **November 10** – Text Set is due
- **November 24** – Strategy Lessons are due
- **December 8** – EXAM [5:30-7:30]
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 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.

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 instructor 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.

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.

You are expected to attend all classes. Two or more absences will result in a reduction of a final grade (See USC attendance policy). **You are expected to arrive on time and remain in class for the entire period.** You will be responsible for materials and/or assignments missed when absent. If you see that you will be absent on a date when there is a major assignment due, you MUST submit that assignment by sending it with another student or sending it electronically via email to me.

**Check Blackboard often** since I may be posting announcements, assignments and documents for the class so **regular checking is imperative.**

Getting an A in this class requires you to demonstrate an ongoing and consistent commitment to the following: a solid work ethic, a professional attitude toward teaching and learning, exemplary attendance and punctuality, active authentic engagement in all class work and assignments, remaining open to ideas, meeting deadlines, and demonstrating your ability to write in a reflective, scholarly manner.

**PLEASE TURN OFF ALL CELL PHONES WHILE IN CLASS.**
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due for Next Class</th>
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<tr>
<td>Class 1:</td>
<td>• Introduction to course&lt;br&gt;• Establishing Our Community for Learners&lt;br&gt;• Common Myths about Literacy</td>
<td>1. McKenna/Robinson Ch 1 &amp; 2 Writing To Learn Journal&lt;br&gt;2. Blackboard reading #1; Reflections On Reading</td>
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<td>Class 2:</td>
<td>• The Importance of Literacy in the Content Areas&lt;br&gt;• Literacy Processes&lt;br&gt;• The Professional Program at USC</td>
<td>1. McKenna/Robinson Ch 5 &amp; 6; WTLJ&lt;br&gt;2. Blackboard reading #2; RORJ&lt;br&gt;3. Allen’s Tools: Light Blue Section</td>
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<td>Class 3:</td>
<td>• Building Prior Knowledge&lt;br&gt;• Introducing Technical Vocabulary</td>
<td>1. McKenna/Robinson Ch 3: WTLJ&lt;br&gt;2. Blackboard reading #3; RORJ</td>
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<td>*PRE-READING STRATEGY LESSON</td>
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<td>Class 4:</td>
<td>• Getting to Know Your Students, Your Materials, and Your Teaching</td>
<td>1. McKenna/Robinson Ch. 7 &amp; 8; WTLJ&lt;br&gt;2. Blackboard reading #4; RORJ</td>
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<td>Class 5:</td>
<td>• Making Reading Purposeful&lt;br&gt;• Reading Guides</td>
<td>1. McKenna/Robinson Ch. 9; WTLJ&lt;br&gt;2. Blackboard reading #5, RORJ&lt;br&gt;3. Allen’s Tools: Medium Blue Section</td>
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<td>Class 6:</td>
<td>• Providing Time to Read: When, Where, and How?</td>
<td>1. McKenna/Robinson Ch. 10 &amp; 11; WTLJ&lt;br&gt;2. Blackboard reading #6, RORJ</td>
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<td>*DURING READING STRATEGY LESSON</td>
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<td>Class 7:</td>
<td>• Effective Questioning&lt;br&gt;• Reinforcing and Extending Content Knowledge</td>
<td>1. Tovani Ch. 4; WTLJ&lt;br&gt;2. Blackboard reading #7; RORJ</td>
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<td>Class 8:</td>
<td>• Text Sets&lt;br&gt;<strong>Field Trip to Richland County Public Library</strong></td>
<td>1. McKenna/Robinson Ch. 12 &amp; 13; WTLJ&lt;br&gt;2. Blackboard reading #8; RORJ</td>
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<td>Class 9:</td>
<td>• Study Skills</td>
<td>1. Tovani Ch. 1 &amp; 2; WTLJ</td>
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| Class 10: | • Student Attitudes  
2. Blackboard reading #9; RORJ  
3. *POST READING STRATEGY LESSON |
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| Class 11: | • Understanding Content Teaching  
• The “So What?” of Reading Comprehension  
1. Tovani Ch. 3; WTLJ  
2. Blackboard reading #10; RORJ  
3. Allens’ More Tools: 1 - 4 |
| Class 12: | • Mental Modeling  
• Text Features  
1. Tovani Ch. 5 & 6; WTLJ  
2. Blackboard reading #11; RORJ  
3. Allens’ More Tools: 5 – 8  
4. *TEXT SET |
| Class 13: | • Defining Purposes for Reading  
• Holding Thinking to Remember and Reuse  
1. Tovani Ch. 7, 8, & 9; WTLJ  
2. Blackboard reading #12; RORJ  
3. Allens’ More Tools: 9 - 12 |
| Class 14: | • Planning for Instruction  
1. McKenna/Robinson Ch. 4; WTLJ  
2. Blackboard reading #13; RORJ |
| Class 15: | • Diversity  
• Democratic Teaching  
• English Language Learners (rounds on-site in ESOL classroom)  
1. Bring all of your texts and your notes for your exam.  
2. *MY LITERACY LEARNING |

**Exam: Case Study (in class)**