



Course Syllabus

<p>COMM 5920 COURSE NUMBER AND SECTION</p> <p>Teaching Reading in the Content Fields COURSE TITLE</p> <p>WEBG SITE</p>	<p>Dr. Dianne Koehnecke 961-6200 Ext. 7945 Email: koehneck@webster.edu</p> <p>Fall II, 2003 TERM</p>	<p>E-MAIL ADDRESS</p> <p style="text-align: center;">3 CREDIT HOURS</p>
------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)
 This course will heighten the awareness of students concerning difficulties that their students will encounter while reading their content material. Assessment and instructional strategies will be discussed and applied in class as well as in assignments.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.)
 Identify any MOSTEP or professional standards that are met by each learning outcome.
 Students will be able to demonstrate their knowledge and skill in selected areas through tests, papers, unit plan, and discussion. (MoSTEP Standards 1, 2, 4, 5, 6, 7, 8, 9 & 10; NCTE/IRA Standards 1. 4. 5, 6, 7, 9, 11, & 12). These selected areas include textbook readability, vocabulary activities, comprehension strategies, study guides, and power point presentations (MoSTEP Standards 1, 2, 3, 5, 6, 7, 8 & 11; NCTE/IRA Standards 1, 3, 4, 6, 8, 9, 11, & 12).

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

WEEK 1: Content Literacy

- Oct. 29** Teaching and Learning with Texts
Strategy Instruction
Chapters 1 and 2
- WEEK 2:** Authentic Assessment & Multiple Intelligences
Nov. 5 Chapter 4; Library Night
- WEEK 3:** Bringing Students and Texts Together
Nov. 12 Prior Knowledge and Interest
Chapters 5 and 9
Library Visit 6:00-7:30
Assignment Due: Readability Analysis paper due
- WEEK 4:** Vocabulary and Concepts; Personality
Preferences
Nov. 19 Chapter 8
Assignment Due: Vocabulary Presentations
- WEEK 5:** Bring in a Trade Book
Nov. 26 **SQ3R**
Integrating Electronic Texts and Trade Books
Study Guide
Chapters 3 and 11
- WEEK 6:** Talking to Learn
Dec. 3 Writing to Learn
Chapters 6 and 7
Assignment Due: Analysis Paper (required if
taking
class for 3 credits)
- WEEK 7:** Study Strategies
Dec. 10 Chapter 10
Unit Plan Presentations
Unit Plan Due
- WEEK 8:** Professional Development
Dec. 17 Chapter 12
Discuss and share unit plans

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards is included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Text(s): Content Area Reading. (2002) Richard T. Vacca and JoAnne L. Vacca. 7th. Edition. Boston, MA: Allyn & Bacon.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

a) Unit Plan	50%
b) Readability Analysis	10%
c) Vocabulary Presentation	10%
d) Analysis Paper	10%
e) Unit Plan Presentation	10%
f) Class attendance, participation, and professionalism	10%

You must attend every session to receive an A in this course.

TURN IN ALL ASSIGNMENTS IN A POCKET FOLDER.

6. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:

a) Lab	COMPUTER LAB FOR ALL SESSIONS
b) Curriculum Project	UNIT PLAN
c) Paper(s)	READABILITY ANALYSIS; ANALYSIS PAPER
d) AV Project	POWER POINT PRESENTATIONS
e) Other	UNIT PLAN PRESENTATION

7. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

- Projects/Papers will be returned during the last meeting period.
- Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.
- Other (explain)

NOTE; Papers will not be available for pick up from the School of Education Office.

References

- Albright, L. (2002). Bringing the ice maiden to life: Engaging adolescents in learning through picture book read-alouds in the content area. *Journal of Adolescent and Adult Literacy*, 45, 418-428.
- Bakken, J. & Whedon, C. (2002). Teaching text structure to improve reading comprehension. *Intervention in School and Clinic*, 37, 229-233.
- Barry, A. (2002). Reading strategies teachers say they use. *Journal of Adolescent & Adult Literacy*, 46, 132-141.
- Bushman, J. & Haas, K. 3rd ed. (2001). *Using young adult literature in the English classroom*. Upper Saddle River, New Jersey: Prentice-Hall Inc.
- Carr, K., Buchanan, D., Wentz, J., Weiss, M., & Brant, K. (2001). Not just for the primary grades: A bibliography of picture books for secondary content teachers. *Journal of Adolescent and Adult Literacy*, 45, 146-153.
- Draper, R. (2002). School mathematics reform, constructivism, and literacy: A case for literacy instruction in the reform-oriented math classroom. *Journal of Adolescent & Adult Literacy*, 45, 520-529.
- Ediger, M. (2001). Reading science content. *Hoosier Science Teacher*, 26, 120-123.
- Fisher, A. (2001). Implementing graphic organizer notebooks: The art and science of teaching content. *Reading Teacher*, 55, 116-120.
- Fritz, M. (2002). Using a reading strategy to foster active learning in content area courses. *Journal of College Reading and Learning*, 32, 189-194.
- Greenwood, S. (2002). Making words matter: Vocabulary study in the content areas. *Clearing House*, 75, 258-263.
- Hancock, M. (2000). *A celebration of literature and response*. Upper Saddle River, New Jersey: Prentice-Hall Inc.
- Harvey, D. (2002). Expository text in literature circles. *Voices from the Middle*, 9, 7-14.
- Harvey, S. & Goudvis, A. (2000). *Strategies that work*. Markham, Ontario: Pembroke Publishers Limited.
- Hearne, B. 3rd ed. (2000). *Choosing books for children*. Urbana, Ill.: University of Illinois Press.

- Hurst, B. (2001). ABCs of content area lesson planning: Attention, basics, and comprehension. *Journal of Adolescent and Adult Literacy*, 44, 692-693.
- Johnson, N. & Giorgis, C. (2001). Interacting with the curriculum. *Reading Teacher*, 55, 204-213.
- Nilsen, A. & Donelson, K. 6th ed. (2001). *Literature for today's young adults*. New York: Addison-Wesley Longman, Inc.
- Pike, K., Compain R., & Mumper, J. 2nd ed. (1997). *New connections*. New York: Addison-Wesley Longman, Inc.
- Richardson, J. & Morgan, R. 5th ed. (2003). *Reading to learn in the content areas*. Belmont, CA: Wadsworth/Thomson Learning.
- Rhoder, C. (2002). Mindful reading: Strategy training that facilitates transfer. *Journal of Adolescent & Adult Literacy*, 45, 498-512.
- Stevens, L. (2002). Making the road by walking: The transition from content area literacy to adolescent literacy. *Reading Research and Instruction*, 41, 267-278.
- Winters, R. (2001). Vocabulary anchors: Building conceptual connections with young readers. *Reading Teacher*, 54, 659-662.