



Course Syllabus

COURSE NUMBER: COMM 5920.02	COURSE TITLE: Reading in the Content Field	TERM: FALL I, 2008
SITE: WH 407	INSTRUCTOR CONTACT INFORMATION: Thomas Cornell, Ed.D. 314-968-7087 Office Hours: M 12-2, W 12-2, TH 2-4 or by appt. thomascornell28@webster.edu	CREDIT HOURS: 3

- 1. COURSE DESCRIPTION:** This course will heighten the awareness of students concerning difficulties that their students will encounter while reading content text material. Assessment and instructional strategies will be discussed and applied in class as well as in assignments.
- 2. LEARNING OUTCOMES:** Students will be able to demonstrate their knowledge and skill in selected areas through papers, a unit plan, and a presentation. The selected areas include a textbook readability, analysis paper(s) of articles on literacy, a unit plan, and a unit plan presentation.

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

Week 1	Reading Matters Struggling Readers and Writers Chapters 1 and 2
Week 2	Assessing Students and Texts Culturally and Linguistically Diverse Learners Chapters 3 and 4
Week 3	Developing Vocabulary Knowledge and Concepts Activating Prior Knowledge and Interest Chapters 5 and 6 Assignment Due: Readability Analysis

Week 4	Learning with Trade Books Engaging Students in Reading Chapters 7 and 11 Assignment Due: Analysis Paper
Week 5	Bringing Students and Texts Together Chapter 10
Week 6	Writing to Learn Working Smart: Study Strategies and Guides Chapter 8 and 9 Assignment Due: Analysis Paper
Week 7	Learning with Electronic Texts Chapter 12 Unit Plan Due
Week 8	Professional Development Unit Plan presentation

3. RESOURCES:

Required Text(s): Content Area Reading. Richard T. Vacca and JoAnne L. Vacca, 8th edition, Pearson Education, 2005.

4. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the points assigned to each item below). NOTE: Assignments will not be accepted after the due date unless prior arrangements are made with the instructor. All scoring guides must be attached to the assignment.

Unit Plan		150
Readability Analysis		30
Analysis Paper(s)	40 x 2	80
Unit Plan Presentation		<u>40</u>

TOTAL		300
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6. GRADING SCALE:	285 – 300 points	A
	270 - 284	A-
	260 – 269	B+
	250 – 259	B
	240 – 249	B-
	230 – 239	C+
	220 – 229	C
	210 – 219	C-
	195 – 209	D+

180 – 194	D
179 and below	F

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

5. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

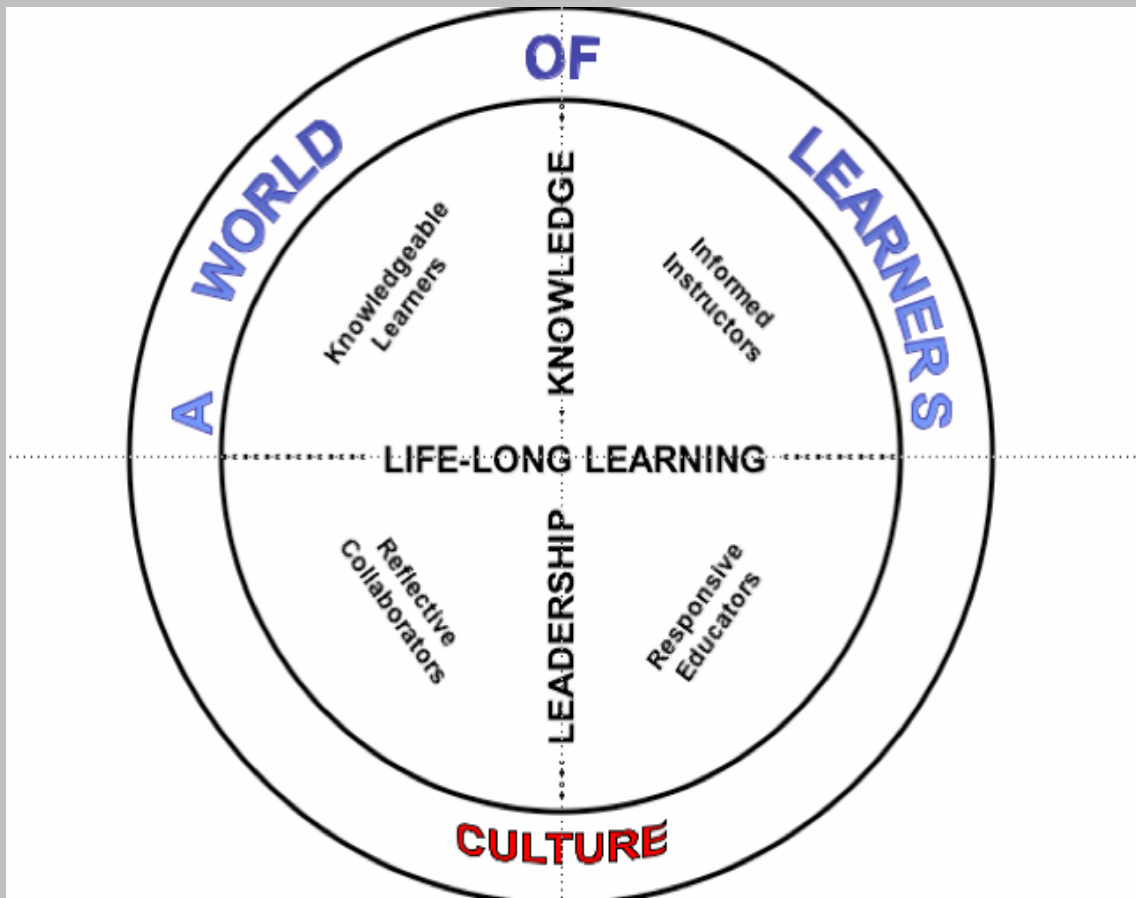
6. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

Vision: “ . . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self

- 1.1 Understands and respects that s (he) may be different from others
- 1.2 Embraces an openness to change (adaptability, flexibility)
- 1.3 Exhibits curiosity
- 1.4 Engages in reflection

2. Understands and Respects Others

- 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
- 2.2 Exhibits empathy
- 2.3 Commits to fairness and honesty
- 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities

- 3.1 Commits to professional behavior in university and school cultures
- 3.2 Practices informed decision-making in university and school cultures
- 3.3 Communicates and collaborates in university and school cultures
- 3.4 Accepts academic rigor (willingness to work/ high expectations)
- 3.5 Affects change with courage and confidence



Name _____

ANALYSIS PAPER SCORING GUIDE

NOTE: Attach copies of two journal articles (peer reviewed journals only) on some area of literacy. Both articles may be on the same topic, but it is not required. Also, attach this scoring guide to your analysis paper (3-5 double-spaced, typewritten pages) that includes the guidelines listed below.

	Points Possible	Points
Summary		
Main ideas with supporting detail	20	_____
Evaluation		
How do you perceive that the ideas presented would work in a classroom? Reference the class text where appropriate. If you would not implement the ideas in your classroom, explain why. If the article is more research oriented, comment on the research methodology and/or the implications for the classroom.	15	_____
Writing Style/Grammar		
Use American Psychological Association (APA) style.	5	_____
TOTAL	40	

Comments:

Name _____

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Use American Psychological Association (APA) style.	<u>5</u>	_____
TOTAL	40	

Comments:

Name _____

UNIT PLAN SCORING GUIDE

	Points Possible	Points
Describe the topic of your unit plan and list the grade level expectations that are being addressed.	10	_____
Each lesson (10) should list the GLE addressed and the sequence of activities used. A GLE may be used more than once	30	_____
Three Prereading strategies – a sample of each strategy needs to be included along with a description as to how it will be infused into the lesson.	30	_____
Three Vocabulary strategies – a sample of each strategy needs to be included along with a description as to how it will be infused into the lesson.	30	_____
Two Study Guides – a sample of each study guide needs to be included along with a description as to how it will be infused into the lesson.	<u>50</u>	_____
TOTAL	150	

Comments:

Name _____

READABILITY ANALYSIS SCORING GUIDE

NOTE: Attach a copy of a completed General Textbook Readability Checklist from pages 134-135. Your summary (3-5 double-spaced typewritten pages) should include your comments on all three areas from the checklist – understandability, usability, and interestability. It should also include the readability level. Use the directions for the Edward Fry Readability Graph on page 131. Also, comment on how you would compensate for any weaknesses in the text.

	Points Possible	Points
Comment on all three areas – understandability, usability, and interestability. Include the Fry readability level.	20	_____
How would you compensate for any weaknesses in the text? Reference the class text where appropriate.	<u>10</u>	_____
TOTAL		

Comments:

Name _____

UNIT PLAN PRESENTATION SCORING GUIDE

	Points Possible	Points
Describe the topic of your unit plan	5	_____
Copies of the strategies and study guide were provided for all classmates.	5	_____
Strategy Activity – describe one Prereading or vocabulary strategy and why you used that particular one.	15	_____
Study Guide – describe one study guide and why you used that particular one.	<u>15</u>	_____
TOTAL	40	

Comments: