



Course Syllabus

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COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS
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<u>Teaching of Reading in Content Area</u>	<u>Spring 2003</u>	<u>3</u>
COURSE TITLE	TERM	CREDIT HOURS

Sverdrup
SITE

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

Lack of motivation and difficulties in reading content area texts will be explored along with methods of assessment. Pre-reading, during-reading, and after-reading strategies will be demonstrated as students participate. Students present strategies to class, evaluate text, analyze a practicum experience, participate in collaborative small groups to facilitate a special topics seminar, design and take a midterm essay examination, and design a unit plan with an emphasis on methods to improve comprehension. This course fulfills state certification requirements for secondary and middle school teachers in content fields.

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 skills in selected areas through demonstrations, texts, papers, a practicum observation, a unit plan and discussion (Mostep Standard: Reading in the Content Areas, also found in CA 1-7; G1.1-9, 2.1, 2.6-7.3.1-7, 4.1-3, 4.5-6.4.8; RA 1,2,4,7,10,12; CR C1). These selected areas include textbook readability, vocabulary activities, anticipation guides, comprehension strategies, study guides, culturally relevant pedagogy and a special topics seminar. (Mostep Standard: Diagnostic Assessment and Intervention Strategies for Reading, also found in CA 1.7; G 1.4, 2.7, 3.5, 3.7, 4.1, 4.5-6; IRA 3; CR A4, C1).

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

WEEK 1: Course Introduction: Ways of Knowing the Literacy Demands of Learners in Secondary Schools

January

Read: Chapter 9, Strategic Learning; Preface, Table of Contents
Chapter 1, Reader, Teachers, Learners

Write: Reflect on the changes occurring in high school cultures that affect the learning and literacy demands of readers, teachers and learners. **DUE WEEK 2.**

WEEK 2: Seminar: Adolescents as Perceived by the Media, Local Community, Educators and Peers.

January 22

Small group conversations about the Four Principles of Language-Based Teaching.

READ: Newspapers, magazines, Internet to a) locate two perspectives about the role of literacy in secondary schools and communities b) locate an article about something new in your content field (bring to class week 3).

Watch: Two television programs that target the teen/adolescent market. Identify topics or themes, character stereotypes, plot conflicts that contrast with your memories of what appealed to you as a high school student.

Write: A critical analysis of high school students as portrayed by the media. High school students will review papers. Their responses will be shared with the class.

- WEEK 3: Engaging Active Learning: Four Theoretical Principles** *January 29*
From theory to practice: Introduction to Comprehension Strategies
Create: Small groups (organized by discipline) select comprehension strategies and design a lesson to facilitate text comprehension by nonmajors.
READ: Chapter 2, A Model of Active Learning; Chapter 3, Comprehension Strategies
Announce: Topic and focus of the Content Unit Plan
- WEEK 4: Constructing Literacy with Comprehension Strategies** *February 5*
Practice: Small groups model comprehension strategies.
Listen: Secure a CD from a teenager (examples of groups) Bob Dylan, James Taylor, Phish, Tori Amos, Ani Di Franco, 5 for Fighting, U2. Listen to at least one song without reading the lyrics in the CD package. Write a reflection about the theme or topic. Play the song again while reading the lyrics.
Write: A response to the listening and reading contemporary music: What's the role of language in contemporary music? How can teachers use musical lyrics to support content area reading instruction?
READ: Chapter 5, Initiating Students to New Learning
- WEEK 5: Outcomes of Literacy Learning** *February*
Discuss: Listening to Make Meaning from Rock Lyrics: Instructional Implications in the Content Field
Simulation: Conventional vs. Procedural Assessment Techniques; Measuring Reading Ability and Readability
Design: an assessment tool to measure learning in your content unit.
READ: Chapter 4, Classroom Assessment of Literacy
- WEEK 6: Knowing and Writing Words to Know and Rewrite the World** *February 19*
READ: Chapter 6, Expanding Vocabulary and Developing Concepts
Simulation: Knowing When It's Time to Reef
Design: a vocabulary lesson for your content unit.
- WEEK 7: Reading and Writing: Connections and Constructions** *February 26*
READ: Chapters 7 & 8, Active Learner and Writing
Present: vocabulary lesson to the class
Construct: Prepare an essay with a scoring rubric (p. 223) to exchange with a student Week 8 as a midterm evaluation of course content.
- WEEK 8: Midterm Evaluation** *March 5*
 Essay questions are randomly distributed. Students who fail to bring a typed essay exam with a scoring rubric and answer key to class will receive NO CREDIT. Only students with medical emergencies (documented) will be excused from class.
- SPRING BREAK: MARCH 10-14**
- WEEK 9: Adolescent Literature in the Content Areas** *March 19*
Literature Study Groups
- WEEK 10: Locating and Organizing Information** *March 26*
Study Tour: Eden Webster Library
Demonstration: Surfing the Internet
READ: Chapter 10: Strategic Learning

One article about content area instruction from the *Journal of Adolescent and Adult Literacy*

Write: a critique of the article. Include a) summary
b) relevance and implications for teaching your content field.

WEEK 11: Sharing scholarly articles *April 2*
READ: Chapter 11: Becoming an Effective Literacy Professional
Journal Critiques Due
Join a Small Group to Design a Special Topics Seminar

WEEK 12: Culturally Relevant Teaching: Special Topics Seminar *April 9*
READ: An article about culturally relevant teaching from the bibliography attached to the syllabus. All articles are on E-Reserve at the library.
Reflect: Reflect on the significance of the article as it relates to enhancing literacy in secondary schools.

WEEK 13 Special Topics Seminar *April 16*
Students receive a copy of a core article (selected by the small group) to read during the first 45 minutes of class. Students respond to focus questions in large group discussion after the small group makes a panel presentation about their research finding.

WEEK 14: Special Topics Seminar *April 23*
Students receive a copy of a core article (selected by the small group) to read during the first 45 minutes of class. Students respond to focus questions in large group discussion after the small group makes a panel presentation about their research finding.

WEEK 15: Unit Presentations *April 30*
Unit Presentations: Use Power Point, Posters, or 3-Dimensional Models

WEEK 16: Final Exam Week: May 5-9

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.

You are adults attending a university. You are expected to behave responsibly: to do your own work, not to rely on the work of others or to represent the work of others as your own. Students are encouraged to work with one another to understand material, but any student plagiarizing, cheating on an exam, aiding another to cheat or to plagiarize, or any act of academic dishonesty will be subject to appropriate disciplinary action. Please consult with me if you have a question regarding this policy, either with respect to your own work or that of another.

4. Resources:

Text(s):

Brozo, W. & Simpson, M. (2002). *Readers, Teachers, Learners: Expanding Literacy in Secondary Schools, 4th Edition*. Upper Saddle River, NJ: Prentice-Hall.

Supplemental Readings: (list and indicate how these are to be used) See schedule

Audio-visual/other: Power Point Presentations, Posters, CD players, Overheads

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) Term Paper(s) 4 Essays
 - b) Examination(s) Midterm
 - c) Class presentation(s) Music, Vocabulary lesson, adolescent literature book, seminar
 - d) Curriculum project COMETS Unit Plan with Power Point or other Presentation
 - e) Class Participation Attendance, Participation, Professionalism
- Grading Scale: 100-90=A; 89-83=B; 82-75=C; 74-65=D

a.	Papers	35%
b.	Midterm Essay Exam: a) Construction and b) Grade	20%
c.	Vocabulary Presentations & Seminars	10%
d.	Content Area Project Plan	25%
e.	Regular, active class participation	10%

Class attendance required. Any missed classes require an Essay describing what you have missed.

DUE DATES

Essay 1: Learning and Literacy Changes: *Due Week 2*

Essay 2: Critique of Media Portrayal of High School Students: *Due Week 3*

Essay 3: Response to Contemporary Music: *Due Week 5*

Vocabulary Lesson: *Due Week 7*

Midterm: *Due Week 8*

Essay 4: Critique of Journal Article: *Due Week 11*

Seminar: Critique (Discussion) of Cultural Diversity Article: *Due Week 13*

Attendance: *Weekly class participation and professionalism*

Posters and Content Project (Power Point Presentation) Plans: *Due Weeks 14 & 15*

6. Supplements (study guide, sample tests, project outlines may be attached.) Please list.

PROJECT PLAN COMPONENTS: (COMETS) (a) Content and Rationale (b) Sample Model of Assignment (c) Goals Objectives, and Outcomes: Include National and State Goals (d) Method: Procedure, Examples, Anticipatory Set, Steps, Direct and Indirect Learning examples, Closure (e) Evaluation: Formative and Summative (f) Teacher's evaluation (g) Student reflection

7. 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: We will meet in the computer lab, except for seminar sessions
- b) Curriculum Project (COMETS Unit)
- c) Paper(s):4 essays
- d) AV Project: Music Sharing
- e) Other: Vocabulary Presentation, Adolescent Literature Book Sharing, Seminar

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

9.

- 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.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.
- Two unexcused absences result in the lowering of the final grade by one grade level. Three or more unexcused absences result in a NC

Culturally Relevant Pedagogy

- Appleman, D. (January 1, 2000). *Critical encounters in high school English: Teaching literary theory to adolescents. Language and literacy series* (ED 458579)
- Allen, J., Michalove, B. & Shockley, B. (1993). *Engaging children: Community and chaos in the lives of young literacy learners*. Portsmouth, NH: Heinemann.
- Clinchy, E. (1995). Learning in and about the real world. *Phi Delta Kappan*. 76, 5, 400-404.
- Cochran-Smith, M. (1995). *Color blindness and basket making are not the answers: Confronting the dilemmas of race, culture, and language diversity in teacher education*. 32, 3, 493-522.
- Freire, P. & Macedo, D. (1995), A dialogue: Culture, language, and race, *Harvard Educational Review*, 65, 3, 377- 402.

- Guild, G. (1994). The Cultural/learner style connection. *Educational Leadership*, 51, 8, 16 -21.
- Hermann, B.A. & Sarracino, J. (1993). Restructuring a preservice literacy methods course: dilemmas and lessons learned. *Journal of Teacher Education*, 44, 2, 96 -106.
- Howe, K. (1992). Liberal democracy, equal educational opportunity, and the challenge of multiculturalism. *American Educational Research Journal*, 24, 3, 455-470.
- Cone, J. Kernan, et al. (January 1, 1996). *Dealing with Diversity: Ensuring success for every student*. (ED396050)
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32, 3, 465-491.
- McLaren, P. (1989). *Life in schools: An introduction to critical pedagogy in the foundations of education*. New York: Longman.
- Metzger, M. (November 1998). Teaching reading: Beyond the plot *Phi Delta Kappan*, v.80, n3, p. 240-46 (EJ575215)
- Neuman, S. & Roskos, K. (1993). Access to print for children of poverty: Differential effects of adult mediation and literacy-enriched play settings on environmental and functional print tasks. *American Educational Research Journal*, 30, 1, 95-122.
- Roskos, K. & Walker, B. (1994). Learning to teach problem readers: Instructional influences on preservice teachers practical knowledge. *Journal of Teacher Education*, 45, 4, 279 -288.
- Swan, K. & C. Meskill. (January 1, 1997). *Multimedia and response-based literature teaching and learning: A critical review of commercial applications*. Report Series 2.23. (ED384050)
- Williams, B. & Newcomb, E. (1994). Building on the strengths of urban learners. *Educational Leadership*, 51, 8, 75-78.