



Course Syllabus

COMM 5920	Dr. Dianne Koehnecke 961-6200 Ext. 7945 Email: koehneck@webster.edu	
COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS
Teaching Reading in the Content Fields	Summer, 2003	3
COURSE TITLE	TERM	CREDIT HOURS

WEBG
SITE

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 **June 3**
Teaching and Learning with Texts
Strategy Instruction
Chapters 1 and 2

WEEK 2: Authentic Assessment & Multiple Intelligences **June 10**
Chapter 4; Library Night

WEEK 3: Bringing Students and Texts Together **June 17**
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 **June 24**
Chapter 8
Assignment Due: Vocabulary Presentations
- WEEK 5:** Bring in a Trade Book **July 1**
SQ3R
Integrating Electronic Texts and Trade Books
Study Guide
Chapters 3 and 11
- WEEK 6:** Talking to Learn **July 8**
Writing to Learn
Chapters 6 and 7
Assignment Due: Analysis Paper (required if taking class for 3 credits)
- WEEK 7:** Study Strategies **July 15**
Chapter 10
Unit Plan Presentations
Unit Plan Due
- WEEK 8:** Professional Development **July 22**
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)

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|----------------------------|-----|
| 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.

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.

Reference

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- Bakken, J. & Whedon, C. (2002). Teaching text structure to improve reading comprehension. *Intervention in School and Clinic*, 37, 229-233.
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- 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.
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- 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.
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- Hancock, M. (2000). *A celebration of literature and response*. Upper Saddle River, New Jersey: Prentice-Hall Inc.
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- 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.
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- Rhoder, C. (2002). Mindful reading: Strategy training that facilitates transfer. *Journal of Adolescent & Adult Literacy, 45*, 498-512.
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- Winters, R. (2001). Vocabulary anchors: Building conceptual connections with young readers. *Reading Teacher, 54*, 659-662.