



Course Syllabus

COMM 5920	Dr. Dianne Koehnecke 961-6200 Ext. 7945	
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COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS
Teaching Reading in the Content Fields	Summer, 2004	3
COURSE TITLE	TERM	CREDIT HOURS
WEBG SITE		

- c. 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.

- d. 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).

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

WEEK 1:	Content Literacy Teaching and Learning with Texts Strategy Instruction Chapters 1 and 2	June 1
WEEK 2:	Authentic Assessment Chapter 4; Library Night 6-7:30 Select articles for analysis paper Unit research	June 8
WEEK 3:	Bringing Students and Texts Together Prior Knowledge and Interest Chapters 5 and 9	June 15

KWL & Meaningful paragraph strategies
Assignment Due: Readability Analysis paper due

- WEEK 4:** Vocabulary and Concepts; Personality Preferences **June 22**
Chapter 8
Assignment Due: Vocabulary Presentations
- WEEK 5:** Bring in a Trade Book **June 29**
SQ3R
Integrating Electronic Texts and Trade Books
Study Guide
Chapters 3 and 10, and 11
Study Strategies
- WEEK 6:** Talking to Learn **July 6**
Writing to Learn
Chapters 6 and 7
Assignment Due: Analysis Paper (required if taking class for 3 credits)
- WEEK 7:** Make-up class **July 13**
Independent Study
Unit Research
Study Guides for Ch. 6 & 7
- WEEK 8:** Professional Development **July 20**
Chapter 12
Unit Plan Presentations
Unit Plan Due
Discuss and share unit plans
Evaluations

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.

d. Resources:

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

4. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)
- 5.
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|----------------------------|-----|
| a) Unit Plan | 40% |
| b) Readability Analysis | 10% |
| c) Vocabulary Presentation | 15% |
| d) Analysis Paper | 15% |

- 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.

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.

**SCORING GUIDES FOR COMM 5920
TEACHING READING IN THE CONTENT FIELDS
TURN IN SCORING GUIDES WITH ASSIGNMENTS**

- a. Unit Plan: 40%: Content and Rationale=6 _____ pts.
Objectives: National Goals (reading), State (reading) objectives,
your own objectives=3 _____ pts.
Method (Procedure) = 5 _____ pts.
Evaluation/Outcomes: Be specific. How assessed or measured
(formative=5) (summative=5)=10 _____ pts.
Teacher's Reflection: before and after (or just before)
Teaching unit=5 _____ pts.
Professionalism (mechanics, style, appearance, clarity)=11 _____ pts.
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- b. Readability Analysis: 10%: Content=5 _____ pts.
Professionalism=5 _____ pts.
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- c. Vocabulary Presentation: 15% Professionalism (5), _____ pts.
Visual (5) _____ pts.
Content (5) _____ pts.
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- d. Analysis Paper: 15%: Select any two articles related to literacy. One of the
articles needs to be research-based (sample provided). Research articles
include a hypothesis, literature review, research design, data analysis, and
conclusion. Summarize the two articles and include a discussion on the
implication for classroom practice. You must include a copy of both articles
when submitting your papers. Students who reference the class text in their
papers earn higher grades; this documentation demonstrates you have done
reading in the class text for support.
Comparison & Contrast of the two Articles=5 _____ pts.
Support=5 _____ pts.
Professionalism=5 _____ pts.
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- e. Unit Plan Presentation: 10%: Audience Awareness=5 _____ pts.
Content & Visual=5 _____ pts.
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- f. Class attendance, participation, and professionalism=10% _____ pt