

**Sul Ross State University – Rio Grande College**  
**EDUC 4314**  
**Content Area Reading**  
**Spring, 2015**

**Instructor:** Gina L. Stocks  
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**Office Hrs:** 8:00-9:30 Monday –Thursday  
11:00-12:00 Monday-Thursday  
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**Text:**

Alverman, D., Gillis, V., & Phelps, S. (2013). *Content area reading and literacy: Succeeding in today's diverse classrooms*. Upper Saddle River, NJ: Pearson.

Tovani, Cris. (2004). *Do I really have to teach reading? Content comprehension grades 6-12*. Portland, ME: Stenhouse.

**Course Description:**

This course focuses on recent issues, materials, methods and strategies considered essential for effective reading instruction in elementary and secondary content areas. The five components of reading instruction, as identified by the National Reading Panel, will be central to course objectives.

**Course Objectives:**

Upon completion of this course, the student will:

- define the role of content literacy instruction/instructor
- explain the responsibilities of the content area teacher
- through observation, examine literacy skills that are used in core content area classrooms
- discern literacy practices which students can transfer to each content area
- describe the role of motivation in promoting literate behaviors and success in content classrooms
- apply information to produce integrated lesson planning documents and presentations

**Learning Outcomes:**

The graduating students will:

- Identify the range of individual developmental differences that characterizes students in early childhood through grade 12
- Identify assessment options to analyze students' strengths and needs for planning instruction
- Construct teaching lessons by selecting pertinent materials and resources which include technological resources to enhance student learning

**Standards:**

*Standard II. Phonological and Phonemic Awareness:* Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

**Standard III. Alphabetic Principle:** Teachers understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

**Standard IV. Literacy Development and Practice:** Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

**Standard V. Word Analysis and Decoding:** Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

**Standard VI. Reading Fluency:** Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

**Standard VII. Reading Comprehension:** Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

**Standard VIII. Development of Written Communication:** Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

**Standard IX. Writing Conventions:** Teachers understand how young students use writing Conventions and how to help students develop those conventions.

**Standard X. Assessment and Instruction of Developing Literacy:** Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

**Standard XI. Research and Inquiry Skills:** Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

**Standard XII. Viewing and Representing:** Teachers understand how to interpret, analyze, evaluate, and produce.

## Course Topics:

### A. *What it means to be Literate Today*

1. Literate Thinking
2. Content/Disciplinary Literacy
3. New Literacies
4. Reading Theory
5. Influence of language, diversity, and culture

### B. *The Literate Environment of Content Classrooms*

1. Affect & Agency
2. Grouping, Collaboration, Cooperative Learning
3. Technology
  - a. multimedia
  - b. assistive technology

### C. *Assessment*

1. Standards Movement
2. TEKS
3. Classroom Assessment (The reader and the text)
  - a. Readability
  - b. Group Inventory
  - c. Textbook Assessment

### D. *Content Reading Strategies*

1. Before, During and After Reading
2. Phonemic Awareness and Phonics
3. Vocabulary
  - a. Types of Vocabulary

- b. Vocabulary Strategies (word origins)
    - c. Teaching Words (context clues/word parts)
  - 4. Comprehension
    - a. The Reader
    - b. The Text (text structure)
    - c. Role of Fluency in Comprehending Content
  - 5. Dyslexia
- E. *Developing Conceptual Knowledge*
  - 1. Discussions
  - 2. Journaling
  - 3. Imagery in the content areas
  - 4. Modeling reading of content material
- F. *Resources to Support Content Area Instruction*
  - 1. Trade Books
  - 2. Web Resources and Multimedia
  - 3. Periodicals/Journals

## **Course Requirements/Evaluation:**

### *Attendance, Participation, and Contribution*

EDUC 4314 will be conducted as a teleconference, split-web course with students participating in all three sites. While the nature of teleconference courses is different than that of a traditional format, students are still expected to participate fully in each class meeting. Text and supplemental reading coverage is expected to take place outside of class. We will use class time to discuss particular topics and engage in application of content through activities/assignments. It is important for you to arrive at class prepared in order to participate effectively in class discussions. This class will have a considerable amount of reading and writing that will be required so I encourage you to manage your time wisely and consider the assistance of the writing center if necessary. Lastly, deadlines for expected work are not negotiable. Attendance and participation in this course is based on your contribution each week, so look for opportunities to share.

Since this is a teleconference, split-web class, I will manage credit through Blackboard. In addition to the in-class instruction each week, you will be asked to complete assignments that will be submitted via Blackboard. **Submitting assignments late through email will not be credited.** Your personal responsibility for working on your own and exerting the personal discipline necessary to complete the assignments on time is critical to your overall course success. Course credit will reflect progress demonstrated by preparedness, contribution to topic coverage, adhering to deadlines, and assignment completion.

\*In the event that you miss a class, please contact one of your peers in order to find out what was covered.

### *Midterm and Final Exam*

You will have a midterm exam and a final exam which will be based on content coverage throughout the semester. Both exams can include core text information, supplemental text (Tovani) information, and/or article coverage and video reflection.

### *Comprehension Strategy Lesson Demonstration*

Throughout the semester you will observe comprehension strategy mini-lessons. You will locate a content related article from a reputable source and create a comprehension lesson. Each student will present their individual comprehension strategy lesson in class (refer to course schedule for dates). A copy of the article as well as your lesson plan or instructions for use will need to be posted on Bb.

### *Assignments*

Various assignments to coincide with text coverage will be posted on Blackboard. All submissions through blackboard need to be thorough, identifiable by your name and the assignment, and created as a .doc or .docx file. If your personal computer does not have the necessary software to create this type of file, please complete and submit Bb assignments in the computer lab available on your campus.

You may be asked to complete an article response, submit responses to chapter questions or a video segment, or participate in a Discussion Board topic. **Take the time to edit your work.** As educators in training, it is important to be an effective writer of educational material as well as your own opinion and/or stance. Your work should be free of spelling and grammatical errors, and should reflect *your* understanding. You are expected to demonstrate the ability to paraphrase information from textbooks and journals. If you must use the author's words verbatim, you need to properly cite their work. Assignments that are submitted with improper sentence structure, grammar and usage issues, and/or improper formatting will not receive credit.

Specific instructions for each type of assignment are below:

#### *Article Response*

In addition to textbook reading you will also be asked to respond to 4 journal articles regarding content. Each 2 page response will include a full APA citation. Your response can include a brief summary of points in the article, several personal reaction points, and the personal relevance to your teaching goals. You will find a template in the Course Documents section of Bb. **This article response is not a summary of the entire article.**

#### *Video Critiques*

You will be viewing several videos related to current teaching practices in content classrooms. After viewing the video(s), you will respond to various prompts or offer your personal reflection. These critiques or chapter reviews will vary in length and will be strengthened by the integration of chapter content as well as information shared in the Tovani text.

### **Grading Policy**

Your final grade will be based on the following:

Video Reflection 8 @ 10 pts each	80 points
Article Response 4 @ 15 pts each	60 points
Mid Term Exam	50 points
Final Exam	50 points
Comprehension Strategy Lesson	30 points
<u>Attendance &amp; Contribution</u>	<u>30 points</u>
Total	300 points

A: 270+ B:269-240 C: 239-210 D: 209-195 F: <195

### **Dropping a Class:**

During the course of a semester, circumstances can often prevent students from completing a class successfully. Dropping a class may be necessary and/or wise in your specific case. Please feel free to contact me regarding if it is in your best interest to drop the class. Should dropping the class be the best course of action, you are responsible for completing the necessary actions to do so by **April 4, 2014.**

**Dropped for Non-Participation:**

Students can be dropped for non-participation upon accruing nine absences of any type. An absence is defined as 50 minutes of course instruction (Student Handbook, pg. 34). If a student is dropped for non-participation, the grade will be documented as an “F”. In the event you enroll in a class, but do not intend to complete it, drop the class as soon as possible to avoid being dropped for non-participation.

**Academic Integrity:**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (workbooks, magazines, etc.), book reviews, or coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

*Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.*

*Tentative Course Schedule*

Date	Topic	Assignments
1/21	Course Introduction	Welcome, Syllabus Review, Blackboard, Article Discussion
1/26	<ul style="list-style-type: none"> <li>• Video Reflection – Bb Annenberg Media</li> <li>• Tovani 1</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting with the Arts: <a href="http://www.learner.org/resources/series198.html">http://www.learner.org/resources/series198.html</a></li> <li>• #6 Our Town</li> </ul>
1/28	Understanding Content Literacy and the Reading Process Reading Motivation	<ul style="list-style-type: none"> <li>• Discuss Chp 1</li> <li>• Comprehension Strategy: Turn &amp; Talk</li> </ul>
2/2	<ul style="list-style-type: none"> <li>• Video Reflection – Bb Annenberg Media</li> <li>• Tovani 2</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting with the Arts: <a href="http://www.learner.org/resources/series198.html">http://www.learner.org/resources/series198.html</a></li> <li>• #11 Can Frogs Dance?</li> </ul>
2/4	Language, Diversity and Culture	<ul style="list-style-type: none"> <li>• Discuss Chp 2</li> <li>• Comprehension Strategy: Written Turn &amp; Talk</li> </ul>
2/9	Article 1 Due on Bb	
2/11	Creating a Favorable Learning Environment	<ul style="list-style-type: none"> <li>• Discuss Chp 3</li> <li>• Comprehension Strategy: Read with a Question in Mind</li> </ul>
2/16	<ul style="list-style-type: none"> <li>• Video Reflection – Bb Annenberg Media</li> <li>• Tovani 3</li> </ul>	<ul style="list-style-type: none"> <li>• Case Studies in Science: <a href="http://www.learner.org/resources/series21.html">http://www.learner.org/resources/series21.html</a></li> <li>• #13 Erein – Year One Grade 5</li> </ul>
2/18	Planning for Content Literacy	<ul style="list-style-type: none"> <li>• Discuss Chp 4</li> <li>• Comprehension Strategy: Text Annotation</li> </ul>
2/23	<ul style="list-style-type: none"> <li>• Video Reflection – Bb Annenberg Media</li> <li>• Tovani 4</li> </ul>	<ul style="list-style-type: none"> <li>• Case Studies in Science: <a href="http://www.learner.org/resources/series21.html">http://www.learner.org/resources/series21.html</a></li> <li>• #9 Najwa and Pat – Grade 1</li> </ul>
2/25	Assessments, Students & Textbooks	<ul style="list-style-type: none"> <li>• Discuss Chp 5</li> <li>• Comprehension Strategy: Two Column Notes</li> </ul>
3/2	Article 2 Due on Bb	
3/4	Preparing to Read & Reading to Learn	<ul style="list-style-type: none"> <li>• Discuss Chp 6 &amp; 7</li> <li>• Comprehension Strategy: Reading a Visual Image</li> </ul>
3/9	Dyslexia Supplement Tovani 5	Online videos and PDF Review
3/11	MidTerm Exam	
	<i>Spring Break</i>	
3/23	<ul style="list-style-type: none"> <li>• Video Reflection – Bb Annenberg Media</li> <li>• Tovani 6</li> </ul>	<ul style="list-style-type: none"> <li>• Social Studies in Action: <a href="http://www.learner.org/resources/series166.html">http://www.learner.org/resources/series166.html</a></li> <li>• #12 Using Primary Sources</li> </ul>

3/25	Increasing Vocabulary & Conceptual Growth	<ul style="list-style-type: none"> <li>• Discuss Chp 8</li> <li>• Comprehension Strategy: Pair Reading</li> </ul>
3/30	<ul style="list-style-type: none"> <li>• Video Reflection – Bb Annenberg Media</li> <li>• Tovani 7</li> </ul>	<ul style="list-style-type: none"> <li>• Social Studies in Action: <a href="http://www.learner.org/resources/series166.html">http://www.learner.org/resources/series166.html</a></li> <li>• #24 Migration from Latin America</li> </ul>
4/1	Reflecting on Reading / Writing Across the Curriculum	<ul style="list-style-type: none"> <li>• Discuss Chp 9 &amp; 10</li> <li>• Comprehension Strategy: Conversation Question</li> </ul>
4/6	Article 3 Due on Bb	
4/8	Studying and Study Strategies	<ul style="list-style-type: none"> <li>• Discussion Chp 11</li> <li>• Comprehension Strategy: Alternate Perspective Writing</li> </ul>
4/13	<ul style="list-style-type: none"> <li>• Video Reflection – Bb Annenberg Media</li> <li>• Tovani 8 &amp; 9</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics Assessment k-12: <a href="http://www.learner.org/resources/series31.html">http://www.learner.org/resources/series31.html</a></li> <li>• #8 Case Study (Ferris Wheel)</li> </ul>
4/15	Content Comprehension Lessons: Del Rio & Uvalde	
4/20	<ul style="list-style-type: none"> <li>• Video Reflection – Bb Annenberg Media</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics Assessment k-12: <a href="http://www.learner.org/resources/series31.html">http://www.learner.org/resources/series31.html</a></li> <li>• #11 Beyond Testing</li> </ul>
4/22	Content Comprehension Lessons: Eagle Pass	
4/27	Article 4 Due on Bb	
4/29	Who's Reading What? Technological Literacy	<ul style="list-style-type: none"> <li>• Discuss Chp 12</li> </ul>
5/4		
5/6	Final Exam	