

Sul Ross State University

Department of Education

ED 6313 Teaching Reading in the Content Areas Spring 2016

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Course Description

This course is a program requirement for the Master of Education Reading Specialist, the Master of Education General, and the Reading Specialist certification. It is designed to:

- 1) provide you with an understanding of the development of reading skills in elementary, middle, junior high, and high school subject area content classes
- 2) provide you with strategies for supporting the development and assessment of those reading skills

Required Textbooks

McLaughlin, M. (2015). *Content area reading Teaching and learning in an age of multiple literacies* (2nd ed.). New York: Pearson.

Rothstein, D. & Santana, L. (2011). *Make just one change Teach students to ask their own questions*. Cambridge, MA: Harvard Education.

This ED 6313 syllabus contains information that will help you navigate the course. Please consider it required reading.

Become familiar with Internet search engines and library electronic databases used to locate and examine information and resources related to literacy and to your content area. ERIC (Education Resources Information Center) is the online digital library of education research and information considered to be the primary database for education literature. When you have questions about the use of the library, please contact Amanda Gomez, Education Coordinator Librarian, 432-837-8312 agomez6@sulross.edu.

Required Articles

Copies of these articles are located in the Week 1 Folder in Assignments.

Paige, D. (2011). "That sounded good!" Using whole-class choral reading to improve fluency. *The Reading Teacher* 64(6), 435-438.

Rasinski, T. (2012). Why reading fluency should be hot! *Reading Teacher*,45(8), 516-522.

Rasinski, T., Padak, N., McKeon, C. A., Wilfong, L. G., Friedauer, J. A., Heim, P. (2005). Is reading fluency a key for successful high school reading? *Journal of Adolescent & Adult Literacy* 49(1), 22-27.

Recommended Reading

Miller, D. (2009). *The book whisperer Awakening the inner reader in every child*. San Francisco: Jossey-Bass.

Tovani, C. (2000). *I read it, but I don't get it Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse.

Trelease, J. (2013). *The read-aloud handbook* (7th ed.). New York: Penguin.

Required Software

This software is required ONLY for Texas Reading Specialists Candidates and Students Seeking Reading Specialist Certification in Texas.

If you haven't done so already, when you are within 10 months of completing your degree, purchase the Certify Teacher software to help you prepare for the TExES Reading Specialist 151 exam. (certifyteacher.com>Products>TExES Certification>Enter test number 151 in the Search window.) Purchase the Online version for \$55.

Access the Certify Teacher site with your SRSU email address. When prompted about the six-hour requirement, click ACCEPT. Six hours is the minimum time required by TEA for TExES preparation.

DO NOT USE THE PRACTICE TEST MODE AT THIS TIME! Use only Study Mode and Flash Cards. During the ED 7312 Practicum in Reading course you will be required to take the Practice Test that is included in the software in order to complete the course. You will send a copy of the test to our Certification Specialist. You may attempt the test twice. If you take the Practice Test more than two times, the scores will be invalid and you will be required to take a paper/pen representative test on campus in order to receive credit for the course. In order to receive a recommendation from SRSU to take the Reading Specialist 151 TExES exam you will need to work in Study Mode and Flash Cards for a total of no less than six hours and make 260 or higher on the Practice Test.

Work in Study Mode and Flashcards on a regular schedule. You will pay for the software only once and you may use it for as long as you need it, but you will be required to reactivate it periodically.

REMEMBER work only in Study Mode and Flashcards in order to assure that the scores you make on the Practice Test during your ED 7312 course will be valid.

Course Format

This is an online course. Online learning is a very different kind of experience from the traditional face-to-face course. Although online courses are convenient, you will shoulder a greater responsibility for your own learning than you might in a face-to-face course.

Four points are critical to your success in this online course:

- ❖ Your personal responsibility for working on your own and exerting the personal discipline necessary to complete the assignments on time is point one. Read the syllabus and review the course calendar to know what to do each week. Read the syllabus and calendar. Study the syllabus and calendar. Follow the syllabus and calendar.
- ❖ Your commitment to a steady and continual effort is point two. Work consistently. Don't wait until the last minute to rush through assignments. Schedule time for reading, reflecting, working with your classmates, and preparing written assignments. I provide feedback on Blackboard to your Blackboard submissions. Contact me through your SRSU email account. Please stay in touch throughout the course.
- ❖ Your ability to devote a minimum of 6-8 hours per week to your course work is point three. If you don't have that kind of time right now, drop the course and take it later. Assignments submitted late will be penalized. Some assignments will not be accepted at all after the due date.
- ❖ Your determination to maintain a sense of adventure is point four. Sharpen your coping skills. We're all learners here. When dealing with technology and people, expect the unexpected. Hope for the best from your primary technology source, but have a back-up plan just in case. Hope for an informed professor and amiable classmates, but exercise patience and ignite your sense of humor, just in case. Contradictions, ambiguities, and change are natural states of affairs. Expand your comfort zone. Between stimulus and response lies a space. In that space you have the power to choose your response. In your response lies your growth and your freedom. Grow and be free!

Course Objectives

Through the activities of this course, students will develop an understanding of the following:

- fluency development and the relationship between reading fluency and reading comprehension (by the end of the course you should have learned no fewer than four strategies for increasing your students' reading fluency)
- vocabulary-building instructional methods that promote students' reading comprehension at the levels of early childhood through grade 12 (by the end of the course you should have learned no fewer than five strategies for teaching your students content vocabulary)
- reading comprehension instructional methods that promote students' reading

comprehension at the levels of early childhood through grade 12 (by the end of the course you should have learned no fewer than five strategies for teaching your students reading comprehension)

- research-based instruction and assessment applications (by the end of the course, in addition to learning effective strategies for teaching reading fluency, vocabulary, and comprehension, you should be familiar with the theories that support these strategies and know methods for assessing your students' ability to apply these strategies)

Program Student Learning Outcomes

- The student will demonstrate that she/he can apply knowledge of the theoretical foundations of literacy.
- The student will demonstrate that she/he can apply developmentally appropriate reading curriculum and instruction at the levels of early childhood through grade 12.
- The student will demonstrate that she/he can interpret literacy assessments appropriate to the levels of early childhood through grade 12.

Reading Specialist Standards

This course addresses the standards listed below. A complete copy of the four standards and fourteen competencies to be mastered by Texas Reading Specialists can be found at:

cms.texas-ets.org/index.php/download_file/view/634/259/

Texas Administrative Code

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 239 STUDENT SERVICES CERTIFICATES
SUBCHAPTER D READING SPECIALIST CERTIFICATE

Domain I Instruction and Assessment: Components of Literacy

Standard I Components of Reading

The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the level of early childhood through grade 12.

004 (Word Identification) The reading specialist understands and applies knowledge of word identification skills and strategies and instructional methods that promote students' reading competence at the levels of early childhood through grade 12.

005 (Fluency) The reading specialist understands and applies knowledge of reading fluency (i.e., rate, accuracy and prosody) and demonstrates knowledge of the relationship between reading fluency and reading comprehension.

006 (Comprehension) the reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote students' reading comprehension at the levels of early childhood through grade 12.

007 (Vocabulary Development) The reading specialist understands and applies knowledge of vocabulary development and instructional methods that promote students' oral and written vocabulary knowledge at the levels of early childhood through grade 12.

008 (Written Language) The reading specialist understands and applies knowledge of written language and instructional methods to reinforce reading and writing at the levels of early childhood through grade 12.

Domain II Instruction and Assessment: Resources and Procedures

Standard II Assessment and Instruction

The reading specialist uses expertise in implementing, modeling and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

009 (Assessment) The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.

010 (Instructional Methods and Resources) The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning need of all students at the levels of early childhood through grade 12.

Domain III Meeting the Needs of Individual Students

Standard III Strengths and Needs of Individual Students

The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia and reading disabilities to promote literacy.

011 (Instruction for English-Language Learners) The reading specialist understands and applies knowledge of effective literacy instruction for English-language learners at the levels of early childhood through grade 12.

012 (Instruction for Students with Reading Difficulties, Dyslexia and Reading Disabilities) The reading specialist understands and applies knowledge of effective literacy instruction for students with reading difficulties, dyslexia and reading disabilities at the levels of early childhood through grade 12.

Domain IV Professional Knowledge and Leadership

Standard IV Professional Knowledge and Leadership

The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing and evaluating professional development programs.

013 (Theoretical Foundations and Research-Based Curriculum) The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.

014 (Collaboration, Communication, and Professional Development) The reading specialist understands and applies procedures for collaborating and communicating with educational

stakeholders and for designing, implementing, evaluating and participating in professional development.

Course Activities

- Student Info Form
- Introduction & Bio-Poem
- Fluency Articles & Quiz (Project #1)
- Connections, Expectations, Goals, and Objectives
- Assigned Textbook Readings
- Written Reflections on the Readings
- Written Peer Responses to the Reflections
- Dyslexia Readings, Video Documentary Blog (Project #2)
- Audit
- Vocabulary-building (Project #3)
- Reading Comprehension OR Make Just One Change (Project #4)
- Portfolio
- Mid-semester Exam
- Final Exam

Submitting Assignments

To submit assignments, click on Assignments in the course main menu. Scroll down to the Week Folders. Assignments are listed on the outside of each Week Folder. Open the Week Folder for the assignment that is due and submit as directed.

Connections, Expectations, Goals, and Objectives

The purpose of this assignment is to give you an opportunity to activate your prior knowledge and apply it to your upcoming experiences in this course. Use the form in the Week 1 Folder (Connections, Expectations, etc.) to write a statement in which you recall and analyze previous experiences with and understandings of reading and predict how these experiences and understandings might connect to this course. Next, describe your expectations of how this course will further your previous experiences and understandings. Finally, develop one or more goals with accompanying objectives toward which to work.

A **goal** is a broad, clear statement of an outcome you plan to achieve during the semester. An **objective** is a specific, clear and measurable statement that identifies one step leading to the achievement of the goal. Ideally, if all the objectives are met, the goals automatically will have been attained.

- The goal(s) should relate to the Reading Specialist Standards and Competencies specific to this course. (See Texas Administrative Code on previous pages.)
- After formulating the goal(s), develop two or more objectives for each goal. These objectives should be specific, clear, and measurable.

See Main Menu/Assignments/ RUBRIC CONNECTIONS in Rubrics, Charts, & Checklists.

Assigned Textbook Readings

In your role as a Reading Specialist or a classroom teacher you will share with your colleagues the theories and strategies you learn in this course. Please take every opportunity this semester to apply these theories and strategies in your classroom with your own students. Later, those of you who become Reading Specialist will be able to describe and guide the implementation of these theories and strategies with confidence. Experience, as they say, is the best teacher.

Our purposes are to learn the most effective ways of helping the students in our schools learn content vocabulary and reading comprehension strategies in order to become strategic, independent readers. Research indicates that we learn most effectively when we engage in our own learning by writing about and reflecting on new information, by relating new information to past knowledge, and by applying new information to our daily lives. Engaged learners ask questions, experiment with new ideas, discover connections, and create new paths to follow. As you read your textbook assignments, I invite you to engage.

With this in mind, prepare to discuss and reflect on the readings from the textbook by flagging, highlighting, taking notes, or using other methods to draw attention to ideas or suggestions that interest you as you read the assignments. Read with a "so what?" attitude. How is what you are reading going to affect you, the students you teach, and the other students in your school? Make every reading assignment about you, your students, and your school. The content presented in your textbooks is an important component of this course. It is because of the importance of this content that we will spend an ample amount of time on the reading assignments.

The most effective learning is collaborative and social, rather than competitive and isolated. Because social interaction is an important learning strategy, you will work together by responding to each others' reflections as well as submitting them to me.

One of the most gratifying aspects of graduate classes is exchanging ideas and learning from your peers. Discussions are often more comprehensive in online courses than they are in face-to-face courses simply because there is more "wait time" or "think time" between comment and response. Please take advantage of this benefit of online learning to teach and learn from one another.

Reflections & Peer Responses

The reading assignments will be graded in two parts. The first grade is for the reflections you write based on the textbook reading assignments. The second grade is for the responses you write in answer to the reflections of two of your classmates.

Part 1, Reflections

In an effort to understand, remember, and be able to put into practice the theories and strategies presented in our textbooks, write your reactions to and reflections on the information that is offered. Include an entry of approximately one-half to one double-spaced page (125 – 250 words) for each chapter you read. Please number each chapter separately (Chapter 1, Chapter 2).

Before you begin writing your reflections, review the rubric that I will use as a grading tool to get an idea of what I consider important. (See Main Menu/Assignments/Rubrics, Charts, & Checklists.) As you write, remember that a reflection is not a summary of the chapter. In your reflection, you will explore what you can do with some of the ideas you encounter while reading the assigned

chapters. As you reflect, ask yourself questions; make text-to-self connections (connect the reading to your own experience and memories), text-to-world connections (connect the reading to the facts and information you know about the world), and text-to-text connections (connect the reading to other books or materials you've read); experiment with ideas; pose "I wonder ..." queries; probe your reactions to the suggestions; imagine how you could use the information about which you are reading.

Some reflective responses might include phrases similar to these: When I read ..., I wondered about ...; Before I read the theory behind ..., I thought that ...; McLaughlin's description of ... gave me the idea to ...; If I explain the ... theory to them, my students will probably ...; When I read ... it reminded me of ...; Judging from what Rothstein and Santana say about ..., I'm considering ...; In my opinion, ... would cause ...; The thing that surprised me most about ... is ...; The biggest challenge I see with ... is ...; One thing that I found confusing about ... was ...; In my experience the ... strategy will not work with my students because ...; The main advantage I see in ... is ...; The way we handle ... in our school is ...; After reading ... I'm thinking of trying ...; Have you tried ... with your students?

Do not make these reflections about "teachers." Make these reflections about YOU. Do not write about what "teachers" should do. Write about what YOU will do as a result of what you have read.

On or before the day they are due, submit your reflections in TWO places. 1) The appropriate Week Folder for me to read, and 2) The Discussion Board for your classmates to read. This is for the first part of your reading assignment grade. **(Please be prompt with this assignment. 15% of your earned grade will be deducted for late submissions. Six days after the due date you will lose credit for the assignment.)**

Part 2, Peer Responses

When your classmates' reflections are submitted to the discussion board, read their reflections and respond to their comments and ideas. Some of you have extensive classroom experience, some of you are still preparing for your teaching careers. This is where we share our knowledge and learn from each other.

In writing your responses, strive to have a conversation, a beneficial exchange between professional colleagues. Ask questions, offer suggestions, make comments, give your opinions, and generally react to what your classmates have written.

Ideal feedback is specific and can include recommendations. (I agree with your idea, and I would add ...; I disagree with your assessment of ... because ...; I was confused by what you said about ... Did you mean ...; Could you expand on that idea by including ...; If you used that strategy, how would you handle ...; I don't think your idea would work in the real world because ...; That's a good suggestion and I think your students would get an extra benefit if you could involve ...; You might consider having your students ...; Have you thought about including ...; When I tried a similar strategy I discovered ...; When you mentioned ... it reminded me of)

Be kind and considerate in your responses, but if you only say things like "Great idea!" you are not helping your classmates very much. Take a few of their comments and expand on them, question

them, wonder about them. Try to provide some constructive suggestions, and be open to constructive suggestions your classmates might offer you.

Learning is not a spectator sport. Our purpose is to acquire an understanding of the content of this course through interacting with it. By helping each other gain a strong foundation in the latest research in the theory and practice of teaching reading in the content areas, you will be helping each other become knowledgeable, effective teachers. In her article, *Writing as a Mode of Learning* (1977, *College Composition and Communication*, 28:122-128) Janet Emig emphasizes the benefits of writing and reflection this way: "Writing is neuro-physiologically integrative, connective, active, and available for immediate visual review." In another salute to the benefits of writing and reflection, Hayley Lake and Patrick Lordan entitle their Sloan-C-2012 Webinar "How Will I Know What I Think Until I See What I Say?"

You are invited and encouraged to read the reflections of as many classmates as time allows and respond to as many as you like. Frequently several people will be particularly interested in a specific topic or idea and the discussion becomes lively. You want to exchange questions and answers, comments and opinions, and you want to do it quickly. I hope this happens often during this course. In these situations please exchange information without feeling inhibited or stifled by the fact that the Peer Response is one of the assignments for which you will receive points. I urge you to fire away as often as you like. **On or before the due date select your two responses that most closely follow the Peer Response rubric and submit them through the appropriate Week Folder for me to read.** This is for the second part of your reading assignment grade.

When a classmate responds to one of your reflections please reply to his or her response by answering any questions that are asked or otherwise clarifying an idea you may have posited. None of us are as smart as all of us, and all of us know more than we think we know. Please use this assignment as an opportunity to teach and learn from each other.

Before you begin writing your peer responses, review the rubric that I will use as a grading tool to get an idea of what I consider important. (See Main Menu/Assignments/Rubrics, Charts, & Checklists.) **(Please be prompt with this assignment. In most cases you will have a week in which to read and respond to your classmates' reflections. The Peer Response forum will close after the assignment is due making submission impossible. Email attachments will not be accepted. To avoid losing credit for assignments because of technical difficulties, submit before the last minute.)** This is for the second part of your reading assignment grade.

Audit

The purpose of this assignment is to give you an opportunity to draw some conclusions about the professional growth you've experienced this semester. Begin by re-reading in chronological order the reflections and responses you have written during the semester. Also, re-read the responses your classmates and I have made to your reflections. Try to step back and put some distance between yourself and what you've written. Imagine that these reflections and responses were written by a different you at a different time. Attempt to analyze and self-evaluate your ideas.

Analyze the reflections and responses by commenting on such things as themes that may have emerged, ideas that are worth revisiting, changes in your thoughts over time, recurring ideas,

surprises you encountered, changes in opinions, inspirations to try something new with your students, and new beliefs.

Some questions you might attempt to answer include: What do I usually write about in my reflections? Are there specific issues that reappear in my writing? How has writing reflections and responses related to my learning process? What effect did my classmates' responses have on me? How have I contributed to the online learning community through my reflections and responses? What did I learn from this activity that I can take with me? What aspects of the reflections and responses do I value most and how does it show up in my posts? What else do I notice?

As part of the Audit, revisit the goals and objectives you set for yourself at the beginning of the semester and describe your success toward attaining these goals and objectives. If a particular goal was not met to your satisfaction, explain the reason and describe steps you could take in the future to meet the goal. Your audit should be approximately two pages, double-spaced.

Before you begin writing your Audit, review the rubric that I will use as a grading tool to get an idea of what I consider important. (See Main Menu/Assignments/Rubrics, Charts, & Checklists.) **(Please be prompt with this assignment. 15% of your earned grade will be deducted for late submissions.)**

Projects #1, #2, #3 & #4

The purpose of the following projects is to help you convert theory into practice. Please submit them in the appropriate Week Folder as Project #1, Project #2, Project #3, and Project #4.

Project #1 Fluency Development

Because of the strong relationship between fluency and reading comprehension, understanding the role fluency plays and learning specific strategies for helping your students develop fluency is vital. In several studies, the lack of reading fluency appears to be the issue that most impairs reading comprehension. Although considered a skill that should be developed in the early grades, not all students achieve this goal. The lack of reading fluency in secondary students affects their overall academic development. Read the three fluency development articles listed in the Required Articles section of this syllabus. Copies of the articles are located in the Week 1 Folder. Then complete the Fluency Quiz found in the Week 1 Folder by the due date. If possible, implement a re-reading component with your own students and let us know the outcome.

For this assignment, please follow this procedure:

- 1) Read the three required fluency development articles.
- 2) Complete the Fluency Quiz.

Project #2 Dyslexia Blog

After viewing the video *The Big Picture Rethinking Dyslexia*, reading Chapters I-III and Appendices A - C of *The Dyslexia Handbook 2014*, and perusing any of the other information included in the Dyslexia Info folder (in main menu), use the blog link in Blackboard to reflect on your role as a reading specialist and/or classroom teacher as it relates to students with dyslexia. Your reflection might include, but is not limited to, such things as considering the information in relation to your prior knowledge of dyslexia; discussing any surprises you may have encountered; examining an aspect of dyslexia that you don't understand or something that you find disturbing; using the

information you've examined to educate your administrators and colleagues about dyslexia's affect on reading development; assisting students who are referred to you for help; overseeing accommodations intended to support dyslexic students; making suggestions for parents who are eager to support their dyslexic children; developing strategies for staying current on the advances in technology that add to our understanding of dyslexia; finding ways of increasing your professional knowledge in this critical area.

Respond to as many of your classmate's posts as time permits. You might respond by building on their ideas, explaining why you disagree with them, or replying in some other way. Strive to expand the conversation by making thoughtful contributions.

As with the Reflections and Peer Responses you've written previously on the textbook readings, please submit your Reflections and Responses to the dyslexia reflections in two places: 1) through the Blog link for your classmates to read, 2) through the appropriate Week Folder for me to read. Please respond to at least two of your classmates.

For this assignment, please follow this procedure:

- 1) Read/review the Dyslexia Info (see main menu).
- 2) View the dyslexia video (Dyslexia Info main menu).
- 3) Reflect on the topic of dyslexia through the Blog link.
- 4) Submit a copy of your reflections to me through the Week Folder.
- 4) Respond to at least two of your classmates through the Blog link.
- 5) Submit a copy of your responses to at least two of your classmates to me through the Week Folder.

Before you begin this assignment, review the rubric that I will use as a grading tool to get an idea of what I consider important. (See Main Menu/Assignments/Rubrics, Charts, & Checklists.) **(Please be prompt with this assignment. 15% of your earned grade will be deducted for late submissions of your blog reflections. Blog responses will not be accepted after the due date. The submission link will not be available.)**

Project #3 Vocabulary-building

Because of the strong relationship between vocabulary and reading comprehension, knowing effective strategies for teaching vocabulary to your students is imperative. Choose five best practice vocabulary-building strategies to teach to your students. Select these strategies from sources such as websites, classmates, professional journals, and your textbooks. Include at least one strategy found in one of the four professional journals listed below.

Choose strategies that you find most useful and effective for your particular content area and grade level. For this project you will create a Vocabulary-building Strategies List to maintain as a reference. Begin the List as a project for this course, but consider adding to it as you encounter additional ideas for teaching vocabulary. As a reading specialist and/or a classroom teacher, conveying the importance of vocabulary building and being able to recommend appropriate vocabulary building strategies to your students and colleagues will be essential.

For this assignment, write a paper in which you describe each of the five vocabulary building strategies you select for your students. Explain why you believe each strategy would be effective

for your particular content and/or grade level and describe any modifications you would make. Include enough detail so you can recall and use these strategies in your classroom next semester.

Then choose the one strategy from the five that you deem most effective for teaching vocabulary in your particular content area. Next, develop a lesson plan in which you use the one, most effective, strategy to teach six new vocabulary words to your students in the context of your content area. If possible, teach this strategy to your current students and include a short report on the outcome of the lesson.

Explore one or more of the following professional reading journals to locate at least one of the vocabulary-building strategies that you include in your list of five. Four professional reading journals available to you online through the Bryan Wildenthal Library are:

- *Journal of Adolescent & Adult Literacy*
- *Reading Horizons*
- *Reading Improvement*
- *Reading Teacher*.

One way to access these journals: Sul Ross Home Page> enter "Bryan Wildenthal Memorial Library" in the Search window>library>under Research Resources ...Find Articles in Research Databases>ERIC>Sign in>In the "Searching ERIC" window enter "vocabulary" then on the same page in the "Journal name" window enter the title of one of the four reading journals>SEARCH. When you have questions about the use of the library, please contact Amanda Gomez, Education Coordinator Librarian, 432-837-8312 agomez6@sulross.edu.

For this assignment, please follow this outline:

- 1) Give the names of the five vocabulary building strategies.
- 2) Describe in detail the procedures you will use for teaching each of the strategies.
- 3) Include the theory that supports each of the strategies. In other words, where did we get the idea that these strategies will work? Who says they will work?
- 4) As the last page of your paper, **use APA formatting** to give the complete reference information so others can find the original source of the strategies you've listed. If you use sources from McLaughlin or Rothstein & Santana you may copy the references to the original articles directly from the References or the Notes. Copy correctly. **Remember to include at least one source from one of the professional reading journals.** (See Library Resources in the course main menu for APA format info.)
- 5) Choose one of the five strategies you've described and any six vocabulary words from your content area. Using the one strategy that you've selected, develop a lesson plan for teaching the six vocabulary words embedded in the content.
- 6) You may use the lesson plan template used at your school or develop your own template. Include Subject; Grade Level; Objective; Six Vocabulary Words; Materials; Procedures; and the Student Reflection/Assessment procedure you will use. You may check websites for content vocabulary appropriate for different grade levels if you wish. (See McLaughlin, page 125, for website examples.) **Describe the steps for teaching this lesson in such detail that a substitute teacher would be able to follow the plan successfully.**

7) If you are an in-service teacher use this lesson plan to help your students build vocabulary in your content area. Include a brief report on the outcome of the vocabulary lesson.

Before you begin this assignment, review the rubric that I will use as a grading tool to get an idea of what I consider important. (See Main Menu/Assignments/Rubrics, Charts, & Checklists.) **(Please be prompt with this assignment. 15% of your earned grade will be deducted for late submissions.)**

Project #4 Reading Comprehension OR Make Just One Change

Both of the following projects focus on helping your students increase their reading comprehension. The first one asks you to choose six best practice strategies and list and describe them in the same way you listed and described the strategies in the Vocabulary Project. The second one asks you to use the information in *Make Just One Change* to teach your students how asking their own questions will increase their reading comprehension. Decide which of the projects will be of greatest benefit to you and your students and choose that one for this assignment.

Reading Comprehension

Middle school and high school students often find textbooks dry and uninteresting, at best, and filled with complex concepts and unknown vocabulary, at worst. Knowing effective strategies for making these textbooks manageable for your students is imperative. Choose six best practice reading comprehension strategies to teach to your students. Select these strategies from sources such as websites, classmates, professional journals, and your textbooks. Include at least one strategy that you find in any one of the four professional reading journals listed above. Research has found that teaching a few strategies well is more effective than overwhelming students with too many strategies. Consider using the same core strategies over and over until your students master them and begin using them without your help.

With this in mind, choose strategies that you find most useful and effective for your particular philosophy of teaching and your particular content area and grade level. You will not introduce all six strategies at once, rather you will introduce them one-by-one throughout the school year, embedded in your content. As you introduce the different strategies, be sensitive to your students' responses. What works for one student may not work for another. Consider setting a goal of giving all of your students at least three different strategies that they will be able to use effectively and independently by the end of a year with you.

For this project you will create a Reading Comprehension Strategies List to maintain as a reference. Begin the List as a project for this course, but consider adding to it as you encounter additional ideas for teaching reading comprehension. By experimenting over time, you will identify the set of strategies that is most valuable for you and your students. As a reading specialist, conveying the importance of reading comprehension and being able to recommend appropriate reading comprehension strategies to your colleagues will be essential.

For this assignment, write a paper in which you describe the six comprehension strategies you select for your students. Explain why you believe each strategy would be effective for your particular content and/or grade level and describe any modifications you would make. Include enough detail to be able to recall and use these strategies in your classroom next semester.

Choose one of the six strategies and develop a lesson plan in which you teach the strategy embedded in a lesson you will teach in your content area.

For this assignment, please follow this procedure:

- 1) Give the names of the six reading comprehension strategies.
- 2) Describe in detail the procedures you will use for teaching each of the strategies.
- 3) Include the theory that supports each of the strategies. In other words, where did we get the idea that these strategies will work? Who says they will work?
- 4) **Use APA style** to give the complete reference information so that others can find the original source of the strategies. If you use sources from McLaughlin or Rothstein & Santana you may copy the references to the original articles directly from the References or the Notes. Copy correctly. **Remember to include at least one source from one of the professional journals.** (Check Library Resources in the course main menu for APA format info.)
- 5) Choose one of the six strategies and develop a lesson plan for teaching it embedded in your content.
- 6) You may use the lesson plan template used at your school or develop your own template. Include Subject; Grade Level; Objective; Materials; Procedures; and the Student Reflection/Assessment procedure you will use. **Describe the steps for teaching this lesson in such detail that a substitute teacher would be able to follow the plan successfully.**
- 7) If you are an in-service teacher use this lesson plan to help your students learn a comprehension strategy. Include a short report on the outcome of the lesson.

Before you begin this assignment, review the rubric that I will use as a grading tool to get an idea of what I consider important. (See Main Menu/Assignments/Rubrics, Charts, & Checklists.) **(Please be prompt with this assignment. 15% of your earned grade will be deducted for late submissions.)**

Teaching Questioning Project

According to research done by Ciardiello (in McLaughlin, p. 135), Rothstein, Santana, and many others, teaching our students the value of asking their own questions and giving them guidelines for doing so is one of the most valuable strategies we can provide for them. Rothstein and Santana posit that the immediate benefit of teaching students to ask their own questions is that it allows them to acquire a deeper understanding of the material to be read; the long-term benefits students gain from asking their own questions include developing a skill transferable to other parts of their lives and coming to realize that they have abilities to think and solve problems that they did not have before. Teaching students to ask their own questions and allowing them time to do so prior to reading new material appears to be an exceptionally effective reading comprehension strategy.

As teachers, our goals include engaging students in the lessons we design for them and creating student-centered classrooms. The research presented by Rothstein and Santana suggests that teaching students to ask their own questions will help us meet both of these goals.

If you've been inspired to try the Questioning Strategy with your students, please use this assignment to plan your first effort. Use the outline and the various tables presented in *Make Just One Change* to help you organize your project. See the 4-page Teaching Questioning chart found in Rubric, Checklists, & Charts. Also, open CHECKLIST Teaching Questioning for additional info.

For submitting this assignment, please use the CHART Teaching Questioning, found in Rubrics, Checklists, & Charts to record your design. (See Main Menu/Assignments/Rubrics, Charts, & Checklists.)

These are the steps you will follow:

- 1) Use CHART Teaching Questioning to state the unit, idea, or concept you want to introduce to your students.
- 2) Design your Question Focus (Table 2.1, page 35)
 - a. define your purpose
 - b. generate five possible Question Focus ideas (Table 2.2, page 38) **(The Question Focus ideas should be complete sentences that will encourage your students to ask questions.)**
 - c. identify pros and cons for each idea (Table 2.3, page 39)
 - d. choose one Question Focus from the five and assess it (Table 2.4, page 40)
 - e. list five questions your students may come up with (Table 2.1, page 35)
- 3) Use the Case Study format (page 59) to state your progress to this point.
 - a. Teacher:
 - b. Subject:
 - c. Class size:
 - d. Question Focus that you chose (Write it as a complete sentence):
 - e. Purpose in using Question Focus Technique:
- 4) Choose an option for the next step (pages 83-84) and add it to the case study format.
 - f. Option:
- 5) Establish the criteria your students will follow (page 89) and add it to the case study format.
 - g. Priority Questions Criteria:
- 6) Design the reflection activity your students will use (pages 119-126)
 - a. Which question will you ask your students to address their cognitive changes?
 - b. Which question will you ask your students to address the affective impact this activity had on them?
 - c. Which question will you ask your students to address their behavioral changes?
- 7) Write your own reflections relating to this experience. Discuss:
 - a) challenges you found in designing the questioning project to use with your students
 - b) challenges you anticipate as you guide your students through the process for the first time
 - c) suggestions for making this assignment more helpful for future ED 6313 students

Before you begin this assignment, study the checklist that I will use as a grading tool to get an idea of what I consider important. (See Main Menu/Assignments/Rubrics, Charts, & Checklists.) **(Please be prompt with this assignment. 15% of your earned grade will be deducted for late submissions.)**

Submit your Teaching Questioning Project through Blackboard/Assignments/Project #4

Academic Portfolio

Please see Portfolio Instructions in the Main Menu for information about the Academic Portfolio. Portfolio requirements for this course are:

- 1) Audit: (Instructor-selected course assignment--place this under the Standard it most reflects -- use the Portfolio Artifacts Form)
- 2) Student-selected course assignment -- place this under the Standard it most reflects -- use the Portfolio Artifacts Form
- 3) Personal Statement: -- Write an autobiographical statement in which you include your background relative to your choice of the education program in which you are enrolled. Include your short- and long-term plans for making use of the certification you are pursuing.
- 4) Letters of Reference: Include letters of reference and/or the names and contact information for people who can provide you with letters of reference.
- 5) Optional -- another student-selected artifact that reflects one of the Standards -- place this under the Standard it most reflects -- use the Portfolio Artifacts Form

Mid-semester Exam

The mid-semester exam will consist of 35 multiple-choice questions worth 2 points each. Most of these questions will come from McLaughlin, Chapters 4 – 9. These questions will be selected from the questions posted on Blackboard under Mid-semester Exam Review Questions. You may practice these review questions as often as you choose prior to the mid-semester exam. Very general questions over the material in the Dyslexia Information in the main menu will be also included.

The mid-semester exam will be available for four days. Mark your calendar. Once the exam closes it will not be reopened. You will only be allowed to log on to the mid-semester exam one time. Once you begin taking the exam, you must complete it. You will be allowed 35 minutes to answer the 35 questions.

You will find the exam on the Blackboard menu under Mid-semester Exam.

Final Exam

The final exam will consist of 35 multiple-choice questions worth 2 points each. Most of these questions will come from McLaughlin Chapters 10 - 15. These questions will be selected from the questions posted on Blackboard under Final Exam Review Questions. You may practice these review questions as often as you choose prior to the final exam. Very general questions over the material in the Dyslexia Information packet in the main menu will also be included.

The final exam will be available for five days. Mark your calendar. Once the exam closes it will not be reopened. You will only be allowed to log on to the final exam one time. Once you begin taking the exam, you must complete it. You will be allowed 35 minutes to answer the 35 questions.

You will find the exam on the Blackboard menu under Final Exam.

Grading & Grading Policy

Only those students who adhere to SRSU attendance policies will pass this course. (See the Distance Learning Absences paragraph below.) Grades are based on a 1000 point system. A=900-1000; B=800-899; C=700-799; F=0-699

• Connections/Goals	20
• Project #1 Fluency Quiz	40
• Reflections:	200 (4 x 50)
• Peer Responses:	200 (4 x 50)
• Project #2 Dyslexia Blog & Response	60
• Audit	75
• Project #3 Vocabulary:	100
• Project #4 Comprehension OR Questioning	100
• Portfolio	65
• Mid-semester Exam	70 (35 x 2)
• Final Exam	70 (35 x 2)

1. Late assignments will lose 15% from the assignment grade. Assignments are due at 11:55 p.m. on the dates posted on the Course Calendar. Late Peer Responses will not be accepted. Email attachments will not be accepted.
2. You are welcome to turn in assignments early.
3. All assignments must be submitted by the final exam date. No work will be accepted after that date. Check your Course Calendar for final exam date
4. No extra credit points are available.
5. **There are no incompletes for this course.**
6. Students will have the opportunity to revise and resubmit assignments provided they were originally submitted on time. Work submitted on the last class day of the semester cannot be revised and resubmitted.
7. Stay in touch. Email is the best way to contact me. I usually check email several times throughout the day from 10 a.m. until 5 p.m. including most weekends.
8. I reserve the right to make adjustments to this syllabus based on changes that may occur during the semester.
9. Please do not panic or stress over technology issues or course content issues. Contact Sandy for help with technology issues. Contact me for help with course content issues. Helping you navigate a successful learning experience is our goal.

To avoid receiving an F in a course for which you have registered but in which you have not been able to participate, withdraw from the course prior to the last day for withdrawal with a W. Check the semester calendar for this date.

Academic Integrity

Students are to engage in all academic pursuits in a manner that is beyond reproach. They are to maintain complete honesty and integrity in academic experiences as described in the University Policies & Procedures section of the Sul Ross State University Student Handbook.

Application for Candidacy

Graduate students are expected to maintain a 3.0 GPA average throughout the program. **Students seeking a Master's degree are required to complete an Application for Candidacy after completing 12 hours in the graduate program.** This form can be accessed on the SRSU webpage and should be returned to the program advisor for approval. (Academics>Professional Studies>Education>Forms)

Digital Storytelling Sample

This is not an assignment, but Sandy and I invite you to check out our amateur production. This is our attempt to inspire you to try digital storytelling with your students. Imagine the possibilities! One of your peers was inspired to have her students create a digital math story. She plans to send her students off to the supermarket, cameras in hand and imaginations in head. You will find the digital storytelling sample in the Week 4 Folder.

Technology Help

- ❖ Sandy Bogus is our Technology TA . She is familiar with this course and is available to help you 8:30 – 5:30, M – F at 432-837-8247. You may email her at sbogus@sulross.edu
- ❖ The SRSU Help Desk is available at 1-888-837-2882 (8888 if you're calling from campus).
- ❖ The SRSU tech tip website is <http://www.sulross.edu/techtips>

Education Office

The Education Office is located in MAB 305. The Education Secretary is available 8 – 12 a.m. & 1 – 5 p.m., M – F at 432-837-8170. The Testing & Certification Coordinator is available 8 - 12 a.m. & 1 - 5 p.m., M - F at 432-837-8199.

Comprehensive Examination/E-Portfolio Review

Graduation requirements for students in the reading specialist program are transitioning from a comprehensive exam to an electronic portfolio review.

The following guidelines apply to students who began prior to Fall 2015: When you have completed, or almost completed, the course work for your Master of Education Reading Specialist Degree, you will be required to pass a Comprehensive Examination (the Comps). Through this four-hour essay exam you will show that you have an understanding of the material you have studied throughout your years in graduate school. Reading Specialists candidates may make arrangements to take the Comps in their geographic area. Students should apply for the comprehensive exam the semester preceding the final semester of enrollment. If you are planning to graduate next semester, apply now. Reading Specialist candidates, please check with me for comp review questions. Other students who have requested that I serve on your exam committee, please check with me for review questions.

You will be required to complete the portfolio assignments in each of your remaining courses. Please check with me to discuss which of the graduation requirements you should use as your exit requirement.

The following guidelines apply to students who began during or after Fall 2015: Throughout the program you will build a electric portfolio that reflects your understanding of the reading

specialist competencies. During your last semester of study, your portfolio will be reviewed by an academic committee composed of your major advisor and additional professors.

Graduation Application

Students are required to apply for graduation the semester preceding the final semester of enrollment. If you are planning to graduate next semester, apply now. Students who fail to complete this application process during the semester prior to their final semester will incur a late fee. Do not procrastinate. Apply now!

Passing the TExES

HB 2205 "Effective September 1, 2015 a person may not retake a TExES examination more than four times." The exact language is below:

Section 21.048, Education Code, is amended by amending subsection (a-1) and (c-1) and adding subsections (a-2) to read as follows:

(a-1) The board may not require more than 45 days elapse before a person may retake an examination. A person may not retake an examination more than four times, unless the board waves the limitation for good cause as prescribed by the board.

(a-2) For purposes of the limitation imposed by subsection (a-1) on the number of administrations of an examination, a person who initially took an examination before September 1, 2015, may retake the examination up to four times after that date, regardless of the number of times that the person attempted to perform satisfactorily on the examination before that date. This subsection expires September 1, 2018.

Grants for Special Projects

If you have an idea for a small project for your students and need a grant to fund it, contact DonorChoose.org. This organization awards grants up to \$400, and you may apply for more than one project. At this time ten different reading specialist candidates have received DonorChoose.org grants for a total of over \$11,000. Requests for grants of \$300 - \$350 tend to get funded more readily than requests for larger grants.

Distance Learning Absences

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including web-based, online, and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In web-based, online, and ITV courses, this policy is interpreted as not participating for more than three weeks in a long semester, one week in a summer session, or three days in a mid-winter session. Any student dropped for non-participation will receive an F in the course dropped. Inactivity may include the following:

- not logging on to the course
- not submitting assignments
- not participating in scheduled activities
- not communicating with the instructor by phone or email
- not following the instructor's participation guidelines stated in the syllabus

SRSU DISABILITIES SERVICES

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services please contact the ADA Coordinator, Ferguson Hall 112. The mailing address is Sul Ross State University, PO Box C-122, Alpine, TX 79832. The telephone number is 432-837-8691; the fax number is 432-837-8363.

ATTENDANCE POLICY

This is an Online Course; however, the guiding principles of the Sul Ross Absences/Class Attendance Policy are still relevant. Read the policy and note especially the last phrase in the last sentence.

Students are expected to attend all classes and be on time. Students must notify the instructor in advance if unable to attend a class or immediately after missing a class. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make-up work is at the discretion of the instructor as it relates to "explained and excused" absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes (as scheduled on campus or electronically on Blackboard), to be punctual, and to complete all assignments on time.

TOBACCO POLICY

Smoking is not permitted on the Sul Ross State University campus.

ELECTRONIC EQUIPMENT POLICY

Use of cell phones, pagers, or any electronic device is prohibited during class time. There are EMERGENCY exceptions. See your instructor.