



**Sul Ross State University – Rio Grande College**  
**EDUC 4314, Reading Skills for Content Subjects**  
**Spring, 2016**

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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 content area study. The five components of reading instruction, as identified by the National Reading Panel, will be central to course objectives as well as theoretical approaches to thinking, reading and teaching strategies related to content fields.

**Course Objectives:**

Upon completion of this course, the student will:

- define the role of content literacy instruction and 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 various content areas
- 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:

### **English Language Arts and Reading and the Science of Teaching Reading**

**Standard I. Oral Language:** The teacher understands the importance of oral language, knows the developmental processes of oral language and provides the students with varied opportunities to develop listening and speaking skills.

**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:** 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 Identification Skills:** The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.

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

**Standard VIII. Vocabulary Development:** The teacher knows the importance of vocabulary development and applies that knowledge to teach reading, listening, speaking and writing.

**Standard IX. Reading, Inquiry and Research:** The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

**Standard X. Writing Conventions:** The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

**Standard XI. Written Communication:** The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

**Standard XII. Viewing and Representing:** The teacher understands skills for interpreting, analyzing, evaluating and producing visual images and messages in various types of media, including electronic media, and provides students with opportunities to develop skills in this area.

**Standard XIII. Assessment of Developing Literacy:** The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

### **English Language Arts and Reading 7-12**

#### ***Domain I: Integrated Language Arts, Diverse Learners and the Study of English***

**Competency 001:** The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.

**Competency 002:** The teacher is aware of the diversity of the student population and provides instruction that is appropriate for all students.

**Competency 003:** The teacher understands the structure and development of the English language and provides students with opportunities to develop related knowledge and skills in meaningful contexts.

#### ***Domain II: Literature, Reading Processes, and skills for reading literary and non-literary texts***

**Competency 004:** The teacher understands reading processes and teaches students to apply these processes.

**Competency 005:** The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.

**Competency 007:** The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express and support responses to literature.

**Domain III: Written Communication**

**Competency 008:** The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.

**Competency 009:** The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes and contexts.

**Domain IV: Oral Communication and Media Literacy**

**Competency 010:** The teacher understands principles of oral communication and promotes students' development of listening and speaking skills.

**Competency 011:** The teacher understands and teaches basic principles of media literacy and provides students with opportunities to apply these principles in interactions with media.

## 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. 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 employing the personal discipline necessary to complete the assignments on time is critical to your overall 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.

### *Comprehensive Unit Study*

Each site will be responsible for developing a comprehensive unit of study which will be presented at the end of the semester. This unit study should represent each of the literacy components highlighted in class and supported by your chapter coverage, article reviews and video observations. While the assessment of this project is made holistically, individual group members may receive varied credit based on their contribution. A scoring rubric is available for planning and implementation of your unit study.

### *Individual Assignments*

Course 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 at 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 should 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 either provided prompts or offer your personal reflection. These critiques will vary in length and will be strengthened by the integration of chapter content as well as information shared in the supplemental texts (articles and Tovani).

## **Grading Policy**

Your final grade will be based on the following:

Article Response 4 @ 25 pts each	100 points
Video Reflection 4 @ 25 pts each	100 points
Mid Term Exam	50 points
Final Exam	50 points
Comprehensive Unit Study	50 points
Tovani Blog	25 points
<u>Attendance &amp; Contribution</u>	<u>25 points</u>
Total	400 points

A: 360+ B:320-359 C: 280-319 D: 260-279 F: <260

## **University Services:**

As an active student at RGC, you have access to several services (free of charge) intended to support your instruction and learning. Smarthinking is an online tutorial service where you can locate a one-on-one tutor for a variety of content subjects. They also offer a variety of writing support services like proofreading and editing your papers prior to submission. Each campus also has a writing center if you would rather sit with an actual tutor and have them assist with reviewing assignments and writing tasks. Additionally, as an RGC student, you each have access and use of Office 365 which offers a wide range of applications. In addition to online use, you have the ability to download the suite on up to 5 computers (PC or Mac). In addition to all the most updated functionality of programs you are accustomed to using (Word, PowerPoint, Excel, Skype, etc...) this subscription offers you 1 TB of cloud-based storage. I encourage you to become familiar with Office 365 as we will be utilizing many of the application this semester. There will be a handout made available in Blackboard which details login information and includes instructional support videos.

## **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 8, 2016 at 4:00 pm.

**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 (SRSU-RGC Catalog, pg. 31). 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
1/20	Welcome, Syllabus Review, Blackboard, Article Discussion	
1/25	Understanding Content Literacy and the Reading Process	
1/27	Reading Motivation	
2/1	Video Reflection – Bb Annenberg Media	Engaging with Literature: #4 Responding to Literature <a href="http://www.learner.org/resources/series182.html#">http://www.learner.org/resources/series182.html#</a>
2/3	Language, Diversity and Culture	
2/8	Video Reflection – Bb Annenberg Media	Connecting with the Arts: #6 Our Town <a href="http://www.learner.org/resources/series198.html#">http://www.learner.org/resources/series198.html#</a>
2/10	Creating a Favorable Learning Environment	
2/15	<b>Article 1 Due on Bb</b>	
2/17	Planning for Content Literacy	
2/22	Video Reflection – Bb Annenberg Media	Case Studies in Science: #9 Najwa and Pat – Grade 1 <a href="http://www.learner.org/resources/series21.html#">http://www.learner.org/resources/series21.html#</a>
2/24	Assessments, Students & Textbooks	
2/29	Video Reflection – Bb Annenberg Media	Case Studies in Science: #17 Margarita Grades 5-8 <a href="http://www.learner.org/resources/series21.html#">http://www.learner.org/resources/series21.html#</a>
3/2	Preparing to Read & Reading to Learn	
3/7	<b>Article 1 Due on Bb</b>	
3/9	MidTerm Exam	
	<i>Spring Break</i>	
3/21	Video Reflection – Bb Annenberg Media	Social Studies in Action: #10 California Missions <a href="http://www.learner.org/resources/series166.html#">http://www.learner.org/resources/series166.html#</a>

3/23	Increasing Vocabulary & Conceptual Growth	
3/28	Video Reflection – Bb Annenberg Media	Social Studies in Action: #24 Migration from Latin America <a href="http://www.learner.org/resources/series166.html#">http://www.learner.org/resources/series166.html#</a>
3/30	Reflecting on Reading / Writing Across the Curriculum	
4/4	Article 3 Due on Bb	
4/6	Studying and Study Strategies	
4/11	Video Reflection – Bb Annenberg Media	Mathematics Assessment k-12: #3 Case Study: Problem Solvers Fall and Spring <a href="http://www.learner.org/resources/series31.html#">http://www.learner.org/resources/series31.html#</a>
4/13	Content Comprehension Lessons: Del Rio & Uvalde	
4/18	Video Reflection – Bb Annenberg Media	Mathematics Assessment k-12: #8 Case Study (Ferris Wheel) <a href="http://www.learner.org/resources/series31.html#">http://www.learner.org/resources/series31.html#</a>
4/20	Content Comprehension Lessons: Eagle Pass	
4/25	Article 4 Due on Bb	
4/27	Who's Reading What? Technological Literacy	
5/2	Finalize Unit Presentation	Team Leader Submit on Bb by 10 pm
5/4		Site Unit Presentations
5/6	Final Exam	

## Suggested Readings:

There are several texts that would support your understanding of how literacy is a part of teaching all content areas. Additionally, I like to offer titles that would also increase your knowledge in best practice from a more methodological perspective. Below are some of my favorite titles. I hope you find the time, and desire, to increase your own personal knowledge in your journey to becoming a great teacher. If you choose to read any of these titles, or your own, please take the time to share your ideas and thoughts with me in the Journal section of Blackboard.

Subjects Matter by Harvey Daniels

Readicide: How Schools are Killing Reading and What You Can Do About It by Kelly Gallagher

Ignite a Passion for Reading by Steven Layne

Why Won't You Just Tell Us the Answer? Teaching Historical Thinking in Grades 7-12 by Bruce Lesh

Lives on the Boundary by Mike Rose

Possible Lives by Mike Rose

Teach Like Your Hair's On Fire by Rafe Esquith

There Are No Shortcuts by Rafe Esquith

How Children Succeed by Paul Tough

See Me After Class by Roxanne Elden

Waiting for Superman by