



EDUC 4314
Reading Skills for Content Subjects
Spring, 2017

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Text:

Vacca, R., Vacca, J., & Mraz, M. (2017). *Content area reading: Literacy and learning across the curriculum*. (12th ed). Pearson.

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

Graphic Novel (student choice)

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 and the use of expository texts.

Course Objectives:

Upon completion of this course, the student will:

- define the role of content literacy instruction
- explain the responsibilities of the content area teacher
- through observation, examine literacy skills that are used in core content area classrooms
- determine literacy practices and strategies 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

Student Learning Outcomes:

Upon completion of this course, the student 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 appropriate materials and resources which include technological resources to enhance student learning

Standards:

English Language Arts and Reading and the Science of Teaching Reading

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.

Professional Standards – International Literacy Association

Standards 2010: Pre-K and Elementary Classroom Teacher

Pre-K and Elementary Classroom Teachers are professionals responsible for teaching reading and writing to students in either a self-contained or departmentalized setting at the pre-K or elementary levels. These professionals may also be responsible for teaching content such as social studies or science. Regardless of their role, these individuals must be able to provide effective instruction for all students in the classroom, from those who struggle with learning to read to those who need enrichment experiences. These teachers collaborate with [reading specialists](#) and other professionals to improve instruction and to modify the physical and social environments as needed.

<https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-role-2>

Standards 2010: Middle and High School Content Classroom Teacher

A Middle and High School Content Classroom Teacher is a professional responsible for teaching one of the content or academic areas (e.g., science, mathematics, social studies, or English) at either the middle or high school level. These teachers must teach the content of the discipline and have responsibility for helping students engage in and learn not only the content but also the reading and writing demands of the discipline. Middle and High School Content Classroom Teachers collaborate with [reading specialists](#) and other professionals to improve instruction and to modify the physical and social environments as needed.

<https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-role-3>

Professional Organizations

- International Reading Association (IRA) (organization for educators/and researchers) www.reading.org
- National Reading Conference (NRC) (an international literacy research organization) www.nrconline.org
- National Council of Teachers of English (NCTE): www.ncte.org
- National Science Teachers Association (NSTA): www.nsta.org
- National Council of Teachers of Mathematics (NCTM): www.nctm.org
- National Council for the Social Studies (NCSS): www.socialstudies.org

Electronic Requirements

Email: Students **must have access to email** and the Internet, either at home, work or RGC campus. **All correspondence between the student and professor must be conducted using university email accounts.** If you send a correspondence from a personal account you may not receive a response. Please check university email daily.

Blackboard: Our course is active in Blackboard (Bb) and all the instructional materials can be found following the login link at www.sulross.edu. You are encouraged to access Bb via Firefox or Chrome. In Bb you will find the course syllabus, course schedule, assignment information (descriptions, rubrics, and examples), links for submitting your assignments, documents, and web resources. At times we may also utilize the Discussion Board function within Bb. There will be two communication forums open at all times. The Questions for Instructor will be used for you to ask me specific questions and the Student Café will be used for you to communicate with your classmates. Both of these forums are viewable by the entire class at all times. If you feel the need to communicate with me regarding a more personal matter, please email me directly.

Delivery and Methods of Instruction

This course combines a variety of instructional methods to meet individual student needs. EDUC 4314 is offered as a teleconference session and will be conducted in three different locations simultaneously. Face to face course sessions require active engagement through

small/large group discussion and instructional activities. Students will have opportunities to demonstrate application of skills through presentations both in course sessions and online learning experiences (via Blackboard). All assignments will be submitted using the Bb system and students are encouraged to self-manage assignment credit. All assignments are open at the beginning of the semester. You are encouraged to submit work as it is completed rather than at the deadline. **ALL ASSIGNMENTS EXPIRE AT 10 pm ON THE SPECIFIED DUE DATE.**

Text and supplemental reading coverage is expected to take place outside of class. Class time will be used to discuss particular topics and engage in application of content through activities/assignments. It is important for students to arrive at class prepared in order to participate effectively in class discussions and activities. This class will have a considerable amount of reading and writing that will be required so students are encouraged to manage time wisely and consider the assistance of the writing center if needed.

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 your consideration 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 7, 2017. A professor can also drop a student for non-participation which will result in an "F".

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website..

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 (books, magazines, internet sites, etc.), book reviews, and 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.

Assignments

Assignments in this course are designed for practical application to the classroom as well as to demonstrate mastery of the course objectives. The assignment directions and corresponding rubrics are all located on the syllabus as well as in 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. **APA format is required for all assignments. Due dates are not negotiable. Please do not expect credit for an assignment that is emailed once the Bb link has expired.**

Submitting Assignments

All assignments should be turned in through Bb by 10:00 pm on the due date posted on the schedule (generally the Monday evening before class). Please save all electronic files with your last name and the assignment title (i.e. **Stocks Reading Response 1**). Please remember that Bb only accepts one submission so save drafts carefully and make sure you are attaching the correct file. All assignments must be typed in 12-point Times New Roman, Ariel, or Calibri and double-spaced with one-inch margins. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully.

1. Attendance and Course Contribution (5 % - 25 total points)
Attendance is an integral part of your learning experience in this course. Arrive at class on time and plan to stay through the duration of our meeting. This class only meets once a week for the duration of the 16 week course. Attend class sessions and be prepared to actively participate in group work and class discussions. Further directions and a rubric can be found in Appendix A.
2. Reading Responses and/or Online Discussions (20% - 100 total points)
Reading responses are designed for you to reflect on the reading and any connections you can make between the readings and your previous educational experiences and/or future teaching opportunities. Further directions and a rubric can be found in Appendix B.

3. Article Analysis (15% - 75 total points)
Students will select a topic of interest related to some aspect of the course and locate two relevant articles from peer-review journals to do further in-depth study. Further directions and a rubric can be found in Appendix C.
4. Field Experience (5% - 25 total points)
Students will complete a minimum of three hours of observations. A signed log of hours indicating successful completion of the hours must be submitted in order to receive credit for field experience. A summary of the observations will be submitted via Bb by the due date. Your summary should identify as many strategies, techniques and or topics that have been covered in class. Students can observe in classrooms, and/or interview school personnel with regard to content literacy teaching. A Field Experience Log can be found in Appendix D.
5. Graphic Novel Analysis (15% - 75 total points)
The use of Young Adult graphic novels in educational settings has surged in the last few years. But, what value do they add to adolescent literacy? You will select a graphic novel to read, evaluate, and present to the class. Further directions and a rubric can be found in Appendix E.
6. Midterm (20 % - 100 total points)
7. Final Exam (20% - 100 total points)

Course Schedule

Date	Topic	Before next week:
1/18	Welcome, Syllabus Review, Blackboard, What is content literacy?	Read Vacca Chapter 1 Post RR 1 Due 1/23
1/25	Discussion: The role of the content area teacher	Read Vacca Chapter 2
2/1	Discussion: Reading yesterday...and today. Digital text vs. print text, online resources, etc.	Read Vacca Chapter 3 Read Tovani 1 Post RR 2 Due 2/6
2/8	Discussion: Meeting the needs of all learners: Personal reflection about content learning.	Read Vacca Chapter 4 Read Tovani 2 Post RR 3 Due 2/13
2/15	Discussion: Textbook assessment and appropriate use, Demonstrate readability	Read Vacca Chapter 5 Read Tovani 7 Post RR 4 Due 2/19*
2/20*	Discussion: Interdisciplinary and thematic approach to teaching	Read Vacca Chapter 6 Read Tovani 3 Post RR 5 Due 2/27
3/1	Discussion: Prep work makes a difference, demonstrate uses of technology for activating background knowledge	Read Vacca Chapter 7 Read Tovani 6 Post RR 6 Due 3/6
3/8	Mid Term	Post GN Presentation: Due 3/20
3/22	Graphic Novel Presentations	Read Vacca Chapter 8
3/29	Discussion: Vocabulary learning in content classrooms	Read Vacca Chapter 9 Read Tovani 5 Post RR 7 Due 4/3
4/5	Discussion: Types of writing in content classrooms	Read Vacca Chapter 10 Read Tovani 4 Post RR 8 Due 4/10 Post AA: Due 4/10
4/12	Article Presentations	
4/19	Article Presentations	Read Vacca Chapter 11 Read Tovani 8 Post RR 9 Due 4/24
4/26	Discussion: Using trade books and readers theater in content classrooms	Read Vacca Chapter 12 Read Tovani 9 Post RR 10 Due 5/1 Post FE: Due 5/1
5/3	Discussion: Wrap up, cultivating your own knowledge	
5/8*	Final Exam	

Appendix A
Attendance and Course Contribution (5%)

Attendance is critical because class time provides students opportunities to ask questions, hear others' ideas, and deepen their understanding of the material. Class activities are designed to extend, critique, and synthesize the readings; therefore, class and online activities build upon the readings. Students are expected to arrive to class on time, with the appropriate materials, and actively engage in class activities. Students are also expected to be respectful of each other and the ideas shared.

Criterion	Exemplary	Acceptable	Below Expectations
Overall Course Credit	25	15	5
Attendance	Attends 100% of classes; notifies instructor prior to absence due to extraordinary circumstances, requests missing information from a peer	Rarely misses class, notifies instructor prior to absences, requests missing information from a peer	Attends class less than required /optimal amount of time, makes little effort to make-up missed assignments
Time Management and Preparedness	Always on time for class, does not ask for deadlines to be extended, demonstrates responsibility	Is sometimes late to class or periodically does not meet deadlines	Frequently late, often is not prepared for class, misses deadlines
Attitude	Conveys a positive attitude, is interested in course content and demonstrates a desire to learn, respects others opinions	Consistently positive, relays some connection to course content and its relevance to future teaching goals	Resists new ideas, rarely positive, demonstrates poor personal presentation of learning
Communication with professor and peers	Always uses clear, organized language; effectively exchanges ideas and information, responses connect to prior knowledge and extend knowledge	Consistently uses clear and organized language , attempts to build off others ideas	Poor demonstration of communication (oral/written), appears disengaged regarding others thoughts and ideas, responses are often off focus
Quality of Work	Consistently offers best effort and quality of work	Usually gives best effort and consistently completes work, warrants encouragement to have work edited	Demonstrates minimal effort, work is sometimes incomplete or requires revisions
Contributions	Routinely provides useful ideas when participating in classroom discussion, makes relevant comments to content	Usually provides some ideas when participating in classroom discussion, makes attempts to enter discussion	Rarely provides useful ideas when participating in classroom discussion. May refuse to participate or appear disengaged, participates only when directly asked

Appendix B Reading Responses and Online Discussions

Reading Responses record student thoughts, feelings, reactions, opinions, connections, questions, and reactions related to the assigned reading. They encourage students to think deeply about the materials they read and reflect on and raise questions about the text. This interaction between reader and text extends the reading experience into the "real life" application of information and are especially valuable for promoting opinion making, value judgments, and critical thinking.

Requirements

- Responses must be submitted through Bb by 10:00 pm on the Sunday prior to in class text coverage.
- When more than one chapter or reading is assigned, incorporate as many connections as possible.
- A total of 10 responses are assigned. Each response is worth 10 points.

Directions

1. Responses should be typed in a 12-point font, DOUBLE-SPACED with a heading that includes your name, response number, title of the reading (or chapter number), and the response strategy. Headings should always be single-spaced.
2. Responses should be approximately 300-500 words.
3. Begin each response with a BRIEF (2-4 sentences) summary of the reading or section of the reading to which you are responding.
4. Select a response strategy from the list to complete the response.
5. You may choose which strategy you want to use each week, but I strongly encourage you to experiment with as many of the options as possible. The purpose of this is to get you to explore different ways of responding. If you have personal experience with a strategy, you are more likely to try it with your students. It is sometimes beneficial to go into the reading with a strategy in mind. Plan to highlight, underline and even use sticky notes to support your understanding.

Response Strategies

1. **QUESTIONS:** Write down questions about anything in the text that confuses you or seems unclear. It can be a concept or even a sentence. Where possible, try to answer your questions based on your interpretation and comprehension of the text even if you do not think you are right.
2. **REACT:** Express your personal reactions to the writer, information, or ideas presented in the text. What do you like? Don't like? What makes sense? Doesn't make sense? What do you agree with? Disagree with? Readings can be "felt," not just understood.
3. **RELATE:** Try to relate what you have read to what you already know about ideas, people, personal experiences, future outcomes, etc. The more connections you can make with the reading, the more meaningful it will become.

4. REFLECT: What thoughts or associations does the reading inspire within you? What do you now think or believe that you did not think or believe before you read this text? What significance does this reading have for you personally?
5. MONITOR YOUR UNDERSTANDING: Note when you get bogged down in your reading, lose track of what the author is saying, or feel the author has lost you. How did you overcome these impediments? When were you successful in comprehending the reading, did you do anything special?
6. ANTICIPATE: Active readers always try to predict what will happen next or in the future. Use your prior knowledge about the topic to think how the author is going to explain the topic and check to see how close you came.
7. CONSTRUCT AND REVISE HYPOTHESES: Making sense of any reading requires making and remaking hypotheses. Based on initial information, we form expectations about how information will unfold, what the author has in mind, etc. As we read on, some of our hypotheses will be revised and some confirmed. Track your initial hypotheses and record their evolution as you read.
8. EVALUATE: Do you like what you are reading? What are the good/bad points in this text? What could be improved? Does it have something valuable to say? Is it worth reading? (I won't be offended if you say no!)
9. PRIORITIZE: What word, passage, or idea is most important? Why?
10. ORGANIZE: Create a chart, diagram, or map (it must be typed, though) to help you organize ideas and key points from the reading. Briefly explain the purpose and the structure of your organization

Reading Responses (20%)

	Exemplary (2)	Proficient (1)	Unacceptable (0)
Organization and Structure	Response starts with a concise summary and follows all the guidelines of the identified strategy	Response starts with a summary and mostly follows the guidelines of the identified strategy	Response has no summary or does not follow the guidelines of the identified strategy
Content and Thoroughness	Response reflects an effort to make sense of the reading and respond thoroughly to it	Response reflects an effort to make sense of the reading and respond to it	Response is not clear and/or does not show an understanding of the reading
Thoughtful Interaction	Response goes beyond a summary and communicates personal insights, originality, inferences, synthesis, and analysis of the reading	Response communicates some insights, originality, inferences, synthesis, or analysis of the reading	Response communicates few to no insights, originality, inferences, synthesis, or analysis of reading
Submission	Response is formatted correctly with all pertinent information	Response is mostly formatted correctly with pertinent information	Response is not formatted correctly and is missing pertinent information
Structure	Response is articulate and free of all spelling, grammatical and structural errors	Response is mostly free of mechanical errors.	Response would benefit from editing/proofreading, revisions are necessary

Appendix C Article Analysis

Most teachers are life-long learners who continually try to improve their teaching. As a result, they are constantly reading and looking for new ideas in scholarly journals and other places. Some of the articles will have great ideas that are grounded in research and others will not. Teachers have to be able to read these texts critically in order to decide whether or not the ideas should be incorporated into the classroom. Each student will complete an article analyses that incorporates an idea(s) about content teaching. The submission and presentation are worth 25 points.

Directions

1. Select a topic of interested related to some aspect of the course/content teaching and locate two relevant articles from **peer-reviewed** journals to do further in-depth study.
2. Read the article. Make notes. Draw conclusions.
3. Write a 3-4 page analysis following the format below and don't forget to cite the article.
 - a. **Author's most significant points:** A brief summary of the author's message.
 - b. **Text-to-self connections:** Analyze how the article connects to your content and intended teaching practice. Use specific examples and elaborate on the use of the ideas.
 - c. **Questions and Criticism:** Conclude with a discussion regarding doubts, challenges, and lingering questions.
4. Be prepared to share and discuss findings in class.

Examples of Peer-Reviewed Journals

- *American Educational Research*
- *Journal of Adolescent and Adult Literacy*
- *Action in Teacher Education*
- *Journal of Research in Reading*
- *Educational Researcher*
- *Reading Research Quarterly*
- *Harvard Educational Review*

Article Analysis Rubric (15%)

	Exemplary (10)	Proficient (5)	Unacceptable (0)
Significant Points	Summary demonstrates a thorough understanding of the thesis and goal of the article; Analysis clearly and concisely summarizes the key points	Analysis mostly demonstrates an understanding of the thesis and goal of the article; Analysis summarizes the key points	Analysis does not demonstrate an understanding of the thesis or goal of the article; It may contain incomplete or inaccurate information
Connections	Analysis clearly and accurately articulates connections between content and teaching practice; Insights are relevant and clearly supported	Analysis loosely articulates connections between content and teaching practice; Insights are generalized and somewhat supported	Analysis makes unclear or vague connections between content and teaching practice; Insights are not relevant or are weakly supported
Questions and/or Criticisms	Questions and criticisms are fully articulated and relevant; Ideas are specific and insightful	Questions and criticisms are articulated and mostly relevant; Ideas are less specific or not insightful	Questions and criticisms are vague or unrelated; Ideas are weak or not supported
Submission & Formatting	Analysis is submitted on time; Formatted correctly; Has been edited or proof-read, contains no grammatical, spelling or structural errors	Analysis is submitted on time, mostly formatted correctly; Has some errors	Analysis is not formatted correctly; And/or has grammatical and/or structural errors which prevents understanding
Oral Presentation Skills	Presenter consistently makes eye contact, speaks fluently, manages voice control, uses appropriate gestures when needed, demonstrates familiarity with topic and content	Presenter mostly makes eye contact, is understood but does not exhibit fluency, refers to notes, manages voice control, uses appropriate gestures	Presenter inconsistently makes eye contact, presentation does not flow naturally, reads from notes or paper

Appendix D
Field Experience



Sul Ross State University- Rio Grande College
Field Experience for Teacher Education

EDUC 4314: Reading Skills for Content Subjects
Professor: Gina Stocks, Ph.D.

Students enrolled in EDUC 4314 are required to complete 3 hours of interactive observation in an elementary content subject or secondary school setting. The following objectives have been explained during the course and are expected to be observed. Students are aware that classroom environments offer developmentally appropriate activities that meet the needs of individual learners; therefore, these objectives are anticipated to appear unique to each classroom observed. The observation may include a document that coincides with the objectives stated (field notes). Observation hours are separated into three individual hours in the case that a student observes different settings at different times. Your signature indicates that the student took part in observing your classroom.

- Observe the role of a content area teacher
- Examine literacy skills used in content area classrooms
- Observe and note literacy practices which students can transfer to each content area
- Determine, through observation, the role of motivation in promoting literate behaviors and success in content classrooms

Student Name _____

_____	_____	1 hour observation
Signature/Classroom	Date	
_____	_____	1 hour observation
Signature/Classroom	Date	
_____	_____	1 hour observation
Signature/Classroom	Date	

THIS IS A SAMPLE DOCUMENT. A PDF VERSION OF THIS FORM IS LOCATED IN THE COURSE DOCUMENTS SECTION OF Bb.

Appendix E Graphic Novel Study

Kylene Beers has coined the term, “Aliteracy,” to describe students who can read but chose not to for a variety of reasons. Sometimes graphic novels are a way to get aliterate and struggling readers re-engaged with reading.

Directions

1. Read Griffith, P. E. (2010). Graphic Novels in the Secondary Classroom and School Libraries. *Journal of Adolescent & Adult Literacy*, 54(3), 181-189. (Located in Bb course documents)
2. Read a young adult (YA) graphic novel (fiction or non-fiction). I suggest perusing the online sites listed below. Read a few reviews before choosing the book you’d like to read. Check the SWTJC library and local libraries for titles. You can also consider renting your book online from various sites. Many of the titles in my personal collection of books come from Half Price Books, Barnes & Noble and Amazon.
3. Present a 3-5 minute “booktalk” to the class. The “booktalk” should include:
 - a. a brief summary
 - b. evaluation (refer to page 183 in the article for ideas)
 - c. rationale for use
 - d. ideas for integrating the novel into the secondary content curriculum

A document with all of the above information should be submitted on Bb.

The following are websites that might prove helpful in reviewing/locating graphic novels:

<http://www.scholastic.com/teachers/lesson-plan/guide-using-graphic-novels-children-and-teens>

<http://ccbc.education.wisc.edu/books/detailListBooks.asp?idBookLists=192>

<http://www.ala.org/yalsa/great-graphic-novels>

<http://www.slj.com/2014/09/reviews/resources-for-teaching-graphic-novels-in-the-classroom/#>

Graphic Novel Study Rubric (15%)

	Exemplary (15)	Proficient (7)	Unacceptable (0)
Summary	Summary is clear and concise; It thoroughly captures the theme and main ideas of the text	Summary is fairly clear and concise; It mostly captures the theme and main ideas of the text	Summary is vague or wordy; It does not capture the theme and main ideas of the text
Evaluation	Evaluation is clear and concise; It thoroughly addresses strengths and weakness of the print, the images, and the relationship between the two in conveying meaning	Evaluation is fairly clear and concise; It addresses some strengths and weakness of the print, the images, and the relationship between the two in conveying meaning	Evaluation is vague or wordy; it does not address strengths and weakness of the print, the images, the relationship between the two in conveying meaning
Rational	Rationale clearly articulates reasons for use in the content area; Insights are very relevant and fully supported	Rationale clearly articulates reasons for use in the content area; Insights are mostly relevant and supported	Rationale vaguely articulates reasons for use in the content area; Insights are not relevant and are weakly supported
Ideas	Ideas for use are very realistic and appropriate for the content and curriculum	Ideas for use are somewhat realistic and appropriate for the content and curriculum	Ideas for use are unrealistic or not appropriate for the content and curriculum
Oral Presentation	Presenter consistently makes eye contact, speaks fluently, manages voice control, uses appropriate gestures when needed, demonstrates familiarity with topic and content	Presenter mostly makes eye contact, is understood but does not exhibit fluency, refers to notes, manages voice control, uses appropriate gestures	Presenter inconsistently makes eye contact, presentation does not flow naturally, reads from notes or paper