



EDUC 6313

Teaching Reading in the Content Area

Spring, 2017

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Office Hours:

Monday, Tuesday, Thursday 8:30 am -12:00 pm

Wednesday 11:00-12:00

Friday 8:00-12:00 (preferably by appt.)

Afternoon hours available by appointment

Students are encouraged to scheduled appointment times if the posted office hours do not meet specific needs.

### Course Description

This course is designed to acquaint student with the theoretical and functional aspects of literacy across the curriculum. Emphasis is placed on ways to promote and develop students' abilities to learn through text-based instruction, ways to promote the acquisition of study skills, and ways for a teacher to assist marginal readers in content classroom situations. This course focuses on the development of reading skills in middle, junior high, and high school subject area content classes.

Master's level reading professionals and reading specialists are expected to address literacy issues from early childhood through grade 12. This course addresses an important literacy area: reading in content areas. The reading professional is expected to demonstrate appropriate knowledge and pedagogy in content reading.

### Reading Specialist Standards & Competencies

- 004 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.
- 006 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 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 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.
- 010 The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.
- 011 The reading specialist understands and applies knowledge of effective literacy

instruction for English Language Learners at the levels of early childhood through grade 12.

- 013 The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.
- 014 The reading specialist understands and applies procedures for collaborating and communicating with educational stakeholders and for designing, implementing, evaluating, and participating in professional development.

### Student Learning Outcomes

- The student will convey knowledge of theoretical foundation of reading.
- The student will identify interrelated components of reading that occur throughout the development of the learner.
- The student will use appropriate literacy assessments to address the individual needs of the learner.

### Course Objectives

The graduate student will be able to:

- Understand the content, curriculum, and pedagogy related to content literacy
- Understand the characteristics of learners at different developmental levels as they relate to content literacy
- Identify and apply strategies related to academic content areas
- Identify a variety of informational texts appropriate for specific content areas
- Demonstrate an ability to work with children and/or adolescents of differing backgrounds and differing abilities with regard to literacy
- Define components of reading and identify strategies for development related to content area instruction

### Course Format

This class is scheduled as a split-web course. Split-web courses include face-to-face meetings, teleconferenced delivery of instruction as well as online instruction. Correspondence throughout this course will be communicated via email, Blackboard, class meetings, and individual conferences.

Your personal responsibility for working on your own and exerting the personal discipline necessary to complete the assignments on time is critical to your success. Graduate level coursework is not limited to mere accuracy, but should also reflect personal growth, effort, and commitment. Course credit will reflect progress demonstrated by preparedness, contribution to class sessions, adhering to deadlines, and assignment completion.

### Course Texts

Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do about it*. Portland, MA: Stenhouse.

Plaut, S. (Ed). (2008). *The right to literacy in secondary schools: Creating a culture of thinking*. New York: NY. Teachers College Press.

## Methods of Course Evaluation and Grade Assignment

- **Book Study – Due throughout semester**  
We will use both texts in a book study format. You will be responsible for marking text for class discussion as well as responding to questions posted on Blackboard. Active participation in book discussions (in class and via Blackboard) will be required for adequate assessment of understanding. Text responses are expected to reflect thought rather than your ability to *"regurgitate text on a literal level"*.
- **Text Set – Due May 3, 2017**  
You will collect a 10-item set of informational text related to a specific content area. The text set will include full APA publication citation for each item, a 50-75 word description/summary of the contents of the text item, and a brief description indicating how the text would be used in a content classroom. You may use broad topics to guide your text set. The items in the text set can include:

Newspaper Articles	Charts and Graphs
Magazine Articles	Pictures
Poetry	Biographical Information
Nonfiction Books (elementary or secondary)	Artwork
Vignettes	Internet Information
Brochures	Lists
Song Lyrics	Quotes

What is a text set? See the article titled "Tovani" in the Course Documents section of Blackboard.

- **Article Response**  
In addition to book study reading you will also be asked to respond to 3 current journal articles regarding content area instruction. The articles can be found in the Course Document section of Blackboard. Everyone will read and respond to the same article for the first due date. The two subsequent article responses are your choice of the available articles. Each 2-3 page response will include full APA citation. Your response will include the purpose of the article, its contribution to the field (provide examples from article), your response and any personal relevance to your teaching goals.  
Due dates are as follows:

***February 26***

School-University-Community Collaboration: Building Bridges at the Water's Edge.

Gwendolyn Thompson McMillon

***March 26***

Choice

***April 23***

Choice

- **Class Attendance and Contribution**  
You are expected to be at each class meeting that is scheduled. Our class will not meet weekly, but you will be responsible for weekly discussions with me and classmates through discussion boards. **Check Blackboard and email regularly!** Split-web class attendance credit is based on consistent communication throughout the semester.

Book Study (2 texts @ 50 each)	100
Text Set	50
Article Response 3 @ 10 each	30
Class Attendance and Contribution	20
<i>A: 200-180 B: 179-160 C:159-140 D:139-130 F:&lt;129</i>	

### **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.

**Note: All written assignments must be double-spaced; word processed; written in APA style; and free of mechanics, usage, and grammatical and spelling errors.**

*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.*

**Distance Education Statement: Students enrolled in distance education courses have equal access to the university’s academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require 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.**

Course Schedule

Date	Topic
<b>1-18-17</b>	<b>Class Meeting: Introduction, Syllabus, Text, Class Format</b>
	Read Gallagher and post to Discussion Board.
<b>2-15-17</b>	<b>Class Meeting: Gallagher</b>
2-26-17	Article Response 1: Due Submit on Bb by 10 pm
	Read Plaut and post to Discussion Board.
3-26-17	Article Response 2: Due Submit on Bb by 10 pm
<b>4-5-17</b>	<b>Class Meeting: Plaut and Article 2</b>
4-23-17	Article Response 3: Due Submit on Bb by 10 pm
<b>5-3-17</b>	<b>Class Meeting: Text Set Presentation</b>

\*January 18, February 15, March 24, April 5 and May 3 classes will be held via teleconference.