



EDUC 4314
Reading Skills for Content Subjects
Summer I, 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.

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.

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 demonstration 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 June 22, 2017. A professor can also drop a student for non-participation which will result in an “F” . For summer courses, a single absence can result in a letter grade difference and two class periods missed can result in being dropped from the course.

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.

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.

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. Please save all electronic files with your last name and the assignment title (i.e. **Stocks Video Response 1**). All documents must be formatted as .doc or .docx files. 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 (20 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. Attend class sessions and be prepared to actively participate in group work and class discussions.
2. Video Reflections (4 @ 15 points each - 60 total points)
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 classroom discussions.
3. Graphic Novel Review (20 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 the Appendix.

4. Quizzes (5 @20 points each — 100 total points)

Each quiz will cover specific text content. The quizzes will be given at each class meeting at the end of class. The format of the quizzes can include objective questions and written responses.

Date	Topic	Before next class....
5/31/17	Welcome, Syllabus, Graphic Novel Review, Discussion Chp 1 Quiz #1	Video Reflection: Annenberg Media Engaging with Literature: #4 Responding to Literature Due 6/4/17 http://www.learner.org/resources/series182.html# Case Studies in Science: #17 Margarita Grades 5-8 Due 6/11/17 http://www.learner.org/resources/series21.html# Read Chapters 3-5
6/12/17	Discussion: Culturally Responsive Teaching, Assessing and Planning Instruction Quiz #2	Read Chapters 6-8
6/14/17	Background Knowledge, Guided Reading Comprehension and Vocabulary Quiz #3	Video Reflection: Annenberg Media Social Studies in Action: #24 Migration from Latin America Due 6/18/17 http://www.learner.org/resources/series166.html# Read Chapters 9-10
6/21/17	Individual Conferences	Video Reflection: Annenberg Media Mathematics Assessment k-12: #8 Case Study (Ferris Wheel) Due 6/25/17 http://www.learner.org/resources/series31.html#
6/26/17	Writing Across the Curriculum, Studying Text Quiz #4	Read Chapters 11-12
6/28/17	Learning with Multiple Texts, Professional Development Quiz #5	Graphic Novel Review Due 6/30/17

Appendix Graphic Novel Review

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. Video a 5-7 minute “booktalk” or write a 2-page review. The “booktalk” or review should include:
 - a. a brief summary (this is the shortest part of your presentation/paper)
 - b. evaluation (refer to page183 in the article for ideas)
 - c. rationale for use
 - d. ideas for integrating the novel into the secondary content curriculum

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 Review Rubric

	Exemplary (18-20)	Proficient (14-17)	Below Expectation (0-13)
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 (video only)	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