

Department of Teacher Education
College of Education
Florida Atlantic University



COURSE NUMBER: RED 4335

PROFESSOR:

OFFICE HOURS:

CONTACT INFORMATION:

COURSE TITLE: Content Reading: Middle and Secondary Schools

CATALOG DESCRIPTION:

This course is designed to facilitate the acquisition and integration of reading, writing, and study skills into middle and secondary school content areas. 3 s.h. credits

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

As a reflective decision-maker the candidate will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional. These behaviors will be exhibited through field experiences (informed, ethical, capable, reflective behaviors), journal article reviews (informed, capable, reflective behaviors), group strategy presentation (informed, capable, ethical reflective behaviors), notebook folio (informed, capable behaviors); and displaying professional ethics, attending and participating during class (informed, capable, ethical behaviors).

REQUIRED TEXTS:

Ryder, R.J., & Graves, M.F. (2003). *Reading and learning in the content areas* (3rd ed.). John Wiley and sons.

Daniels, H., & Zemelman, S. (2004). *Subjects matter: Every teacher's guide to content-area reading*. Heinemann.

SUGGESTED RESOURCES:

Readence, J.E., Bean, T.W., & Baldwin, R.S. (2000). Content area literacy: An integrated approach. Dubuque, Iowa: Kendall/Hunt.

AUDIO/VISUAL TECHNOLOGY:

Computer: Blackboard.fau.edu (Do not type www before Blackboard.)

Computer: <http://www.Myflorida.com>

Computer: Florida Department of Education, Florida Curriculum Frameworks Sunshine State Standards: Your content area & Language Arts.
<http://www.firn.edu/doe/curric/prek12/frame2.htm>

Computer: APA websites

(These change almost each year. Do a search for APA style)

American Psychological Association

<http://www.apastyle.org/fifthchanges.html>

Computer: International Reading Association website: www.reading.org

Computer: e-mail

Computer: Power Point Presentations (make slides from PowerPoint in the event there is not access to the computer and projector because of classroom)

Computer: Word processing

Overhead projectors, VCR, CD-ROMS, VHS tapes

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

Florida Subject Matter Content Standards: Reading K-12 (FSMCS:RDG)

Florida Performance Standards for Teachers of English for Speakers of Other Languages (ESOL)

Educator Accomplished Practices - (EAP)

Florida Atlantic University Educator Accomplished Practices- (FAU EAP)

International Reading Association-(IRA)

Association of Childhood Education International (ACEI)

COURSE OBJECTIVES:

Students will:

1. Discuss and describe reading theories, the process of reading and their implications to instruction. (FSMCS:RDG 1.1, 2.3, 4.1) (EAP 2, 4, 8) (FAU EAP 2.2)
2. Discuss and describe specific problems associated with teaching reading in content fields. (FSMCS:RDG 6.2, 11.3) (IRA 5.2, 5.3)
3. Utilize readability formulas (FSMCS:RDG 7.2) (IRA 3.1) (ACEI 4, 5.1, 5.2)
4. Devise and administer informal reading tests in content fields. (FSMCS:RDG 9.2) (EAP 1, 2, 4, 6)
5. Describe and develop activities for enhancing and integrating vocabulary, comprehension, and study skills in content fields. (FSMCS:RDG 5.1, 5.2, 6.1, 6.3) (IRA 1.1, 2.2)
6. Identify and organize questions into taxonomies for questioning. (EAP 4, 8)

(FSMCS:RDG 5.3)

7. Identify ways to improve student’s oral and written responses to questions. (FAU EAP 2.2, 3.1) (FSMCS:RDG 5.3, 9.4) (ACEI 1, 3.3, 4, 5.1, 5.2, 5.4)

8. Describe and develop activities for integrating writing into content areas. (EAP 2, 8, 9) (FAU EAP 2.2, 3.1) (FSMCS:RDG 11.3)

9. Utilize cooperative learning as a strategy to meet students' needs. (FAU EAP 8.2) (FSMCS:RDG 11.2)

10. Identify the various categories of students with special needs and ways to assist their learning. (ESOL 3.2, 3.4, 4.2, 4.3, 6.1) (FAU EAP 8.2, 10.1)

11. Identify characteristics of linguistically different (ELL, LEP, ESOL) students and ways to assist their learning. (ESOL 5.4, 8.2, 8.3, 8.4, 8.5, 9.2, 9.3, 9.4, 12.1, 12.2, 12.3, 12.4, 12.4, 15.2) (IRA 4.1, 4.2, 1.1)

12. Read and critique articles from professional literature on reading in the content fields. (RDG 12) (ESOL 4.1, 7.4, 23.1) (FAU EAP 2.2, 3.1) (FSMCS:RDG 12.2) (ACEI 5.1, 5.2)

CONTENT OUTLINE

Week(s)	Topic(s)
1	<ul style="list-style-type: none"> • Introduction and Orientation • Course Overview • Syllabus • Discuss Field Experience Assignment and Notetaking/Reading Assignments/Quizzes • Discuss Strategy Notebook-while reading adding strategies to sections and lesson plans • Talk about notetaking and personal styles, write a paragraph describing your personal method of notetaking-attach to Notetaking Log <p>*Assignments: Chapters 1-2 Ryder & Graves using personal method of notetaking; complete Notetaking Log (#1 in 3 ring binder); field experience</p>
2	<ul style="list-style-type: none"> • Quiz over Chs. 1-2 and finish notetaking log • Discuss personal notetaking skills • Teach notetaking through outlining • Lecture?discussion over chs. 1-2 <p>*Assignments: Chapters 3-4 R&G using outlining; complete Notetaking Log; field experience</p>
3	<ul style="list-style-type: none"> • Quiz over Chapters 3-4 and complete notetaking log • Discuss outlining for notetaking • Teach 2 column notetaking • Lecture/discussion over chs. 3-4 <p>*Assignments: Chapters 5-6 R &G using 2 column notetaking, complete Notetaking Log; field experience</p>

4	<ul style="list-style-type: none"> • Quiz over Chapters 5-6 and complete notetaking log • Discuss 2 column notetaking • Lecture/discussion over chs. 5-6 • Teach Reading Road Maps <p>*Assignments: Chapters 7-8 R&G using Reading Road Map, complete Notetaking Log; field experience</p>
5	<ul style="list-style-type: none"> • Quiz over Chapters 7-8 and complete notetaking log • Discuss Reading Road Maps • Lecture/discussion over chs. 7-8 • Teach Explicit and Purposeful Notetaking <p>*Assignments: Chapters 9-10 using Explicit Notetaking, complete Notetaking log; field experience</p>
6	<ul style="list-style-type: none"> • Quiz over Chapters 9-10 and complete notetaking log • Discuss Explicit and Purposeful Notetaking • Model a lesson plan <p>*Assignments: Chapters 1-2 D&Z choose notetaking style; field experience</p>
7	<ul style="list-style-type: none"> • Ch. 1-2 discussion • Lesson plan discussions/presentations_____ <p>*Assignments: Chapters 3-4 D&Z choose notetaking style; field experience</p>
8	<ul style="list-style-type: none"> • Ch. 3-4 discussion • Lesson plan discussions/presentations_____ <p>*Assignments: Chapters 5-6 choose notetaking style; field experience due next week</p>
9	<ul style="list-style-type: none"> • Ch. 5-6 discussion • Lesson plan discussions/presentations_____ <p>*Assignments: 7-8</p>
10	<ul style="list-style-type: none"> • Ch. 7-8 discussion • Lesson plan discussions/ presentations:_____ <p>*Assignments: 9-10</p>
11	<ul style="list-style-type: none"> • Ch. 9-10 discussion/lecture • Lesson plan discussions/ presentations:_____ <p>*Assignments: 11-12</p>
12	<ul style="list-style-type: none"> • Field Experience Lesson Plans are Due • Ch. 11-12 discussion/lecture • Play Final Exam Jeopardy <p>*Assignments: Chapter 13 and prepare for final (cumulative over entire reading, lectures, presentations, notes...), organize strategy notebook and notetaking logs and notes-due _____</p>
13	No class-Thanksgiving
14	<p>FINAL EXAM Strategy notebook is due Notetaking Logs and Chapter Notes</p>

CRITICAL ASSIGNMENT: Written Field Experience Lesson Plans. The candidate must complete this assignment with a minimum rating of “proficient”.

****Professor retains the right to make changes to the syllabus in an effort to differentiate instruction. All changes will be announced in class and providing to the students in writing.****

1. *FIELD EXPERIENCE / LESSON PLANS: Due-136 points and a Critical Assignment grade of E-Excellent, M-Meets, or D-Does not meet*

Connection to Conceptual Framework:

As a reflective decision maker the candidate makes reflective decisions by selecting content to be taught and appropriate strategies (informed). The candidate develops and presents lessons appropriate to the students in the assigned class (capable). The candidate exhibits ethical behavior when working with students and the classroom teacher and when returning to class (ethical). The candidate further shows reflective decision making by reflecting upon the teaching experience.

(FAU EAP: 2.2, 9.1, 10.2)

- A minimum of 8 hours must be spent in a high school or middle school classroom in your content area.
- Develop 1 complete lesson plan: that includes prereading, during reading, and post reading/writing strategies.
- Teach these lessons to actual students
- Write reflections (self-evaluation) of teaching experiences
- See a separate handout or blackboard for grading rubric and details.

2. *Lesson Plan Discussion/Presentation:Due-sign up for date 50 points for presentation*

Connection to Conceptual Framework:

As a reflective decision maker the candidate makes reflective decisions by selecting content to be taught (informed). The candidate develops and presents a lesson appropriate to the students in his/her content area (capable). The candidate exhibits ethical behavior when working with colleagues in preparation of the assignment, and exhibits ethical behavior when presenting the lesson.

- Begin preparing your lesson
- Be prepared to walk the class through your lesson
- You need to have an overall idea for each of the lesson areas
- The lesson DOES NOT have to be in 'turn-in' condition, this is your opportunity to talk through your lesson plan and receive feedback from your peers and professor
- Practice telling the story
- Have copies or project your lesson on the overhead while you discuss...this should NOT be an all auditory presentation
- Be prepared to demonstrate your strategies

3. *STRATEGY NOTEBOOK: 100 Points*

Connection to Conceptual Framework:

As a reflective decision maker the candidate makes decisions on how to obtain the data (informed). The candidate presents a notebook that is organized, professional-looking, and complete (capable).

Notebook Folio Contents (Use separate divisions for teach area):

- Study Skills/Notetaking Information
- Before reading strategies
- During reading strategies
- After reading strategies
- Writing strategies

4. ***PROFESSIONAL ETHICS, CLASS ATTENDANCE AND PRATICIPATION***
Connection to Conceptual Framework:

As a reflective decision-maker the candidate chooses to practice ethical behavior during class, in the university community, and when engaging in field experiences. This includes professional dress, attendance, meaningful class contributions, and ethical behavior when participating in field experiences. (Carefully read the Professional Ethics / Policies and Expectations Document handout or posted on Blackboard.)

5. **NOTETAKING LOGS AND CHAPTER NOTES: Due-
Notetaking Logs=125 points**

Chapter notes are 10 points per chapter =230 points

(C-F: The student uses study skill strategies to enhance his/her understanding of the text and lectures. The student practices summarizing in order to become metacognitive of the read/review/reflect and summarize process.)

Students will be taught various note-taking techniques and expected to practice them during lectures and independent reading. Students will summarize the assigned reading making sure to include key points AND their connections to the text.

6. **CHAPTER QUIZZES AND FINAL EXAM Due: See content outline Quizzes are
25 points each=125; Final is worth 20 points**

(C-F: The student gains information to become an informed reflective decision-maker)
Comprehensive exams covering in-class activities, lectures, and reading assignments

TEACHING METHODOLOGIES:

Modeling
Computer
Library & Internet Research
Blackboard Components
Lecture
Discussions
Internet Communications (e-mail, web sites)
Cooperative Group Learning
Use of overhead projector, videos, and other media

GRADING SCALE:

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	95-100	4.0	C	75-78	2.0
A-	92-94	3.67	C-	72-74	1.67
B+	89-91	3.33	D+	68-71	1.33
B	85-88	3.00	D	65-67	1.00
B-	82-84	2.67	D-	62-64	0.67
C+	79-81	2.33	F	below 62	0.00

ATTENDANCE POLICY:

According to University policy, “Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical conduct in class. Reasonable accommodations are made for religious observances. (See Professional Ethics / Policies and Expectations Document for specifics.)

STUDENTS WITH DISABILITIES:

In compliance with The Americans with Disabilities Act (A.D.A.): Students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236p1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures

BIBLIOGRAPHY

Internet Search Sites

- Nanyang Technological University Library
<http://www.ntu.edu.sg/library/search/tools.htm>
- Google <http://www.google.com>
- Yahoo <http://www.yahoo.com>
- Alta Vista <http://www.altavista.digital.com>
- Ask Jeeves <http://www.ask.com>
- Excite <http://www.excite.com>
- HotBot <http://www.hotbot.com>
- Lycos <http://lycos.com>
- WiseNut <http://wisenut.com>

BOOKS:

- Allen, J. (1999). *Words, words words: Teaching vocabulary in grades 4-12*. York, Maine: Stenhouse.
- Bains, L. & Kunkel, A.J. (Eds.) (2000). *Going Bohemian: Activities that engage adolescents in the art of writing well*. Newark, DE: International Reading Association.
- Beck, I.L., McKeown, M.G., Hamilton, R.L., Kucan, L. (1997). *Questioning the author*. Newark, DE: International Reading Association.

- Brozo, W.G. (2002). *To be a boy, to be a reader: Engaging teen and preteen boys in active literacy*. Newark, DE: International Reading Association.
- Buss, K, & Karnowski, L. (2000). *Reading and writing literary genres*. Newark, DE: International Reading Association.
- Christenson, T.A. (2002). *Supporting struggling writers in the elementary classroom*. Newark, DE: International Reading Association.
- Coble ,D.M., & Towle, W. (2001). *Connecting reading and writing in the intermediate grades*. Newark, DE: International Reading Association.
- Courtney, G. & Jossart, S. (2002). *Nonfiction literacy*. Dubuque, Iowa, Kendall/Hunt.
- Cullinan, B.E. & Person, D.G. (Eds.) (2001). *The continuum encyclopedia of children's literature*. Newark, DE: International Reading Association.
- Elliott, J.B., & Dupuis, M.M. (Eds.) (2002). *Young adult literature in the classroom: Reading it, teaching it, loving it*. Newark, DE: International Reading Association.
- Evans, C.W., Leija, A.J., & Falkner, T.R. (2001). *Math links: Teaching the NCTM 2000 standards through children's literature*. Newark, DE: International Reading Association.
- Evans, K.S. (2001). *Literature discussion groups in the intermediate grades: Dilemmas and possibilities*. Newark, DE: International Reading Association.
- Johns, J.L. & Berglund, R.L. (2002). *Strategies for content area learning*. Dubuque, Iowa: Kendall/Hunt.
- McLaughlin, M., & Allen, M.B. (2002). *Guided comprehension: A teaching model for grades 3-8*. Newark, DE: International Reading Association.
- McLaughlin, M., & Allen, M.B. (2002). *Guided comprehension in action: Lessons for grades 3-8*. Newark, DE: International Reading Association.
- Moore, D.W., Alvermann, D.E., & Hinchman, K.A. (Eds.) (2000). *Struggling adolescent readers: A collection of teaching strategies*. Newark, DE: International Reading Association.
- Moore, D.W., Moore, S.A., Cunningham, P.M., & Cunningham, J.W. (2003). *Developing readers and writers in the content areas K-12 (4th ed.)*. Boston: Allyn & Bacon.
- Morretta, T.M., & Ambrosini, M. (2000). *Practical approaches for teaching reading and writing in middle schools*. Newark, DE: International Reading Association.
- Opitz, M.F. (Ed.) (1998). *Literacy instruction for culturally and linguistically diverse students*. Newark, DE: International Reading Association.
- Post, A.D., Scott, M., & Theberge, M. (2000). *Celebrating children's choices: 25 years of children's favorite books*. Newark, DE: International Reading Association.
- Raphel, T.E., Kehus, M., & Demphousse, K. (2001). *Book club for middle school*. Newark, DE: International Reading Association.
- Raphael, T.E., Pardo, L.S., & Highfield, K. (2002). *A literature-based curriculum (2nd ed.)*. Newark, DE: International Reading Association.
- Rasinski, T.V., Padak, N.D., Church, B.W., Fawcett, G., et.al. (Ed.s.) (2000). *Teaching comprehension and exploring multiple literacies*. Newark, DE: International Reading Association.
- Readence, J.E., Moore, D.W., & Rickelman, R.J. (2000). *Prereading activities for content area reading and learning (3rd ed.)*. Newark, DE: International Reading Association.
- Risko, V.J., & Bromley, K. (2001). *Collaboration for diverse learners: Viewpoints and*

- practices*. Newark, DE: International Reading Association.
- Rycik, J.A., & Irvin, J.L.(Eds.) (2001). *What adolescents deserve: A commitment to students' literacy learning*. Newark, DE: International Reading Association.
- Sadler, C.R. (2001). *Comprehension strategies for middle grade learners: A handbook for content area teachers*. Newark, DE: International Reading Association.
- Scala, M.C. (2001). *Working together: Reading and writing in inclusive classrooms*. Newark, DE: International Reading Association.
- Spangenberg-Urbaschat, K., & Pritchard, R. (Eds.) (1994). *Kids come in all languages: Reading instruction for ESL students*. Newark, DE: International Reading Association.
- Strickland, D.S., Ganske, K., & Monroe, J.K. (2001). *Supporting struggling readers and writers: Strategies for classroom intervention 3-6*. Newark, DE: International Reading Association.
- Tiedt, I.M. (2000). *Teaching with picture books in the middle school*. Newark, DE: International Reading Association.
- Tiedt, I.M. (2002). *Tiger lilies, toadstools, and thunderbolts: Engaging K-8 students with poetry*. Newark, DE: International Reading Association..
- Wood, K.D., & Harmon, J.M. (2001). *Strategies for integrating reading and writing in middle and high school classrooms*. Newark, DE: International Reading Association.

B. JOURNALS

Journal of Adolescent and Adult Literacy
Journal of Reading Education
Reading Horizons
Reading Teacher
Reading Research Quarterly
Reading-Writing Quarterly
Journals from your specific content area