EDUC 392: Teaching Reading in the Content Area
Summer 2015 Online

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Texts: Feathers, K.M. (2004). *Infotext: Reading and learning*. Don Mills, Ontario, Canada: Pippin Publishing Corporation. ISBN 0-88751-076-0

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

Course Desciption: **EDU 392 Teaching Reading in the Content Areas (3 credit hrs.)**
This course helps pre-service teachers explore methods to facilitate students' reading comprehension of content area materials (texts, non-fiction trade books, and other supplements). It is based on the recognition that reading in the content areas (non-fiction/informational) requires explicit strategies that are best taught in the context of the content area. It is also recognized that the most effective teacher of content area reading strategies is the teacher of the content area.

  Prerequisites: EDUC290 and 291 and admission to the Teacher Education Program (includes the maintenance of at least a 2.75 overall GPA, 3.0 in education).

Conceptual Framework Components:
  CF1. Observation: The student will observe peers as they work within peer study groups to interpret and share concepts and strategies that are designed to be implemented in content courses. The student will also observe peers during in-class revision and editing conferences for lesson plans, and reflection papers. The direct involvement in these procedures will assist the student to be able to implement these procedures for process writing events in his/her Practicum II placement site

and will be expected to consider these as he/she develops a lesson plan that involves a reading comprehension strategy that would be appropriate for use with these materials. If possible, the student will observe the effectiveness of the implementation of his/her lesson plan in the Practicum II classroom.

CF2. Demonstration: The student will demonstrate an understanding of the concepts and strategies presented in the course text during in-class discussions, study group sessions, and written documents submitted as course assignments. The student will also demonstrate his/her knowledge for selecting and implementing appropriate comprehension strategies in the lesson plan, reading notes, in-class discussions, and study groups. The student will also demonstrate his/her ability to interpret the effectiveness of the selected strategies in reflection papers.

CF3. Evaluation: The student will be able to produce thoughtfully written and theoretically supported performance-based assessment documents that document his/her developing knowledge base of the reading and writing processes that occur and must be supported in content classes. The documents to be developed and submitted for evaluation include: the lesson plan, reflection paper for the implementation of the lesson plan, quiz scores, and comments and questions offered during in-class discussions and study groups.

CF4. Reflection: The student will have numerous opportunities to share personal reflections during in-class discussions and study group sessions. A formal reflection paper will be submitted in relationship to the implementation of the lesson plan. The portfolio reflection paper will also provide the student an opportunity to present reflections and connections between the course content and the theoretical knowledge base the student has been developing throughout the Teacher Education Program and the current course. In-class discussions and study group sessions will also provide opportunities for the student to share his/her reflections and to consider reflections expressed by fellow classmates.

Course Goals: The student will:
1. Explore the meaning and nature of the reading process.
(Mo SPE 1.1, 1.3, 2.3, 6.3, 8.1, 8.2, 8.3, 9.2).

2. Develop and implement strategies that enhance the reading process in content area classrooms.
(Mo SPE 1.2, 2.2, 2.4, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 5.2, 6.1, 6.2, 7.1, 7.2, 8.1, 8.2, 8.3).

3. Develop and present oral and written reflections relating to applying content area reading strategies.
(Mo SPE 1.1, 1.3, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 6.3, 8.2).
4. Research and develop questions regarding the reading process.
(Mo SPE 1.2, 2.2, 2.4, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 5.2, 6.1, 6.2, 7.1, 7.2, 8.2, 8.3).

Course Requirements *(Detailed assignment handouts/scoring guides to be shared in class throughout the semester.)*

1. ***Reading Responses, In-Class Assignments*** - You will be responsible for assignments in response to the readings assigned. Specifics will be announced in class. You are allowed one excused absence (excluding College Duty). On the second absence, your grade will be impacted. *(Note that chronic, unexcused attendance issues can be deducted from your overall grade, not just this section.)* Your level of participation in class is also factored into this. (Goals 1,2,3,4)

2. ***Lesson plan and reflection paper.*** You will develop a lesson based on the CCSS and/or GLE Standards and content concepts being addressed in the student's Practicum II placement. The plan should incorporate an appropriate reading and/or writing comprehension strategy that will support the learning events in the lesson plan. If possible, you should present the lesson plan in the Practicum II placement and then present a carefully and thoughtfully written reflection paper that provides you with the opportunity to present a growing knowledge base and theoretical connections that support and enhance the teaching strategies and behaviors. (Goals 1,2,3)

3. ***Reading in the Content Area Project.*** This project is designed to give you choice, ownership and creativity as you design your own project that you feel will support you as a future teacher and enhance the learners in your classroom using reading in a content area. You will present your findings to the class. (Goals 1,2,3,4)

4. ***Cross-Content Teaching Application.*** One of the most important components to teaching is the ability to collaborative and to apply content material from other courses. Today's classrooms are doing that more than ever. When history is studying the Civil War, Communication Arts courses are reading novels and biographies written about Civil War topics. Students will develop a lesson in their discipline and apply cross-content extension/parallel lessons in at least two other content areas. (Goals 1, 2, 3, 4)

5. ***Final Teaching Project.*** At the end of the semester, you will design a unit specifically for your content area and course portfolio (which includes all work done within the course). You will also include a reflection on the portfolio, discussing what the portfolio demonstrates regarding your progress as a professional educator. (Goals 1, 2, 3, 4)

Course Policies

1. Because this course is learner-centered and interactive, being timely with work is essential. When assignments are given, get on top of them.

2. Any incomplete, unrevised, not carefully edited, or unprofessionally submitted assignment will not be graded. It will be returned for revision and will *then* be graded.

3. There are several ways a student may contact me: email or by calling or texting me on my cell (573) 289-3945. *Don't assume I've gotten your message if I don't respond.* The quickest way to reach me is via text.

Grades:

Reading Responses, Assignments	20 %
Lesson plan #1 and reflection paper	15 %
Reading in the Content Area Project (LPs #2-4)	15 %
Cross Content Lesson Plan (#5)	15 %
Final Project	20 %

Grading Scale

Percentage	Grade
95 – 100	A
92 – 94	A-
89 – 91	B+
85 – 88	B
82 – 84	B-
79 – 81	C+
75 – 78	C
72 – 74	C-
70 – 71	D+
67 – 69	D
65 – 66	D-
64 or below	F

TENTATIVE Schedule for EDU 392
Teaching Reading in the Content Areas

We will change this Schedule as is necessary for our class. If you are unsure of an assignment or due date, PLEASE ASK.

Dates	Focus/Activities
Week 1	Wfhat is Reading in the Content Area (RICA)? Reading Theory/Bajillion Ways to Respond options for reading responses What are Info Texts and Infographics? HW: Read Feathers chapters "Why Teach Content Reading" pg 9 and "Basis of Content Reading" pg 21 Read Chs 1-2 in Tovani Respond to the readings using one of the "Bajillion Ways" Summarization Picture Book Application HW: Read Feathers chapter "Evaluating Students & Texts" pg 41
Week 2	Choosing texts Find an infotext regarding a social studies concept HW: Read Feathers chapter "Focusing on Meaning" pg 95; read Tovani

	Ch. 3 Find a picture book you could use in YOUR content area Metacognitive awareness Find an infotext regarding a math concept HW: Read Feathers chapter "Understanding Vocabulary" Vocabulary Find an infotext regarding a science concept HW: Work on lesson plan
Week 3	Review and revise lesson plans Lesson plan due Monday for peer review Final lesson plan due Wednesday Present Lesson/Record Lesson Formative & Summative Assessment Across the Content Area Write Reflection for Lesson HW: Tovani Ch. 4
Week 4	Introduce Content Text Set Project HW: Read Feathers Chapter "Making Connections" Skim Tovani Ch. 5 Select your content-specific topic Text Set Modeling/Content Possibilities HW: Read Feathers "Focusing on Meaning" Review Tovani Ch. 6 Connect your content reading to another content What does it mean to read across content areas? How should you faciliate that in YOUR content area? HW: Read Feathers "Organizing Information" Find applicable readings from your content area to share Rough draft of Lesson Plan for final project
Week 5	Transition from student to teacher; what it means to be a facilitator of reading in ANY content area… 3 Lesson Plans: writing; standards; objectives HW: Read Feathers "The Importance of Refletcive Writing" Polish draft of Lesson Plan
Week 6	Final Project/Presentation Write Final Reflection