

Reading 492W-Content Reading and Writing
College of Education
Department of Language, Literacy, and Special Populations
This is a required course for the Methods Block in Secondary Education.

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Text/Readings: Readence, J., Bean, T., Baldwin, R. (2008). *Content area literacy: An integrated approach*. Kendall/Hunt: Dubuque, IA.

Course Description: Students will learn to determine pupils' needs and abilities in content area reading and writing through the use of assessment instruments and will plan instructional strategies appropriate to their needs within specific secondary teaching fields. Field experiences in public schools 8-12 are required.

Standards Matrix: The objectives for this course correspond with the Conceptual Framework model developed for the Educator Preparation Program at SHSU.

Objectives/Learning Outcomes	Activities	Performance Assessment	Standards <u>State</u> <u>Standards</u> Organization Standards
The student is able to identify and articulate the importance of the interactions among the reader, the text, and the context of the reading situation.	Chapter 1 in text, Class lecture and discussion, Preparation of reading, writing activities	Test, Entry in response logs Reading and writing activities	1.1k 1.3, 1.5, 2.6

<p>The student will be able to select and use instructional materials that are appropriate.</p>	<p>Chapter 4 in text, Class lecture and discussion</p> <p>Analysis of textbook</p> <p>Chapter 7 in text; Preparation of Bibliography of young adult and multicultural literature in content area</p> <p>Selection of articles for instruction from the Internet, newspapers and journals-Reading Folders</p> <p>Review of available software programs in content area</p>	<p>Textbook analysis data and paper</p> <p>Bibliography</p> <p>Internet, newspaper, journals submitted</p> <p>Review of software sheet</p> <p>Book Project</p> <p>Reading Folders</p> <p>Test</p>	<p><u>1.4k, 1.16, 3.6k, 3.7k, 1.16s, 1.20s, 3.9s</u></p> <p>2.5, 2.6, 5.2, 5.4, 5.6, 12.4</p>
<p>The student will be able to develop activities and assignments that are appropriate for secondary students and that actively engage them in the learning process.</p>	<p>Chapters 9 and 10</p> <p>Class lectures and discussions</p> <p>Lesson plans for teaching in field experience</p> <p>Activities developed for pre-reading, guided reading, post reading</p>	<p>Test</p> <p>Lesson Plans</p> <p>Field Experience</p> <p>Logs</p> <p>Vocabulary, reading, writing activities</p>	<p><u>1.1k, 1.2k, 1.3k, 1.11k, 1.20k, 3.8k, 1.27s, 3.13s, 3.8s</u></p> <p>3.1, 3.2, 3.4</p>
<p>The student knows and is able to use various word identification strategies appropriate for secondary students.</p>	<p>Chapter 8</p> <p>Class lecture, discussion</p> <p>Preparation of vocabulary strategy</p>	<p>Test</p> <p>Vocabulary activity</p>	<p><u>1.2k, 1.4k, 1.1k, 1.1s, 1.4s, 3.8s</u></p> <p>6.3, 6.6</p>
<p>The student will use multiple and varied assessments before and after instruction to guide instruction, monitor progress and address specific concerns and teach students to monitor and self-assess.</p>	<p>Chapter 5</p> <p>Class lecture</p> <p>Discussion</p> <p>Pre-reading strategies and activities</p>	<p>Test</p> <p>Pre-reading activities</p>	<p><u>1.1k, 1.2k, 1.24k, 1.25k, 3.4k, 3.9k, 1.24s, 1.27s, 1.28s, 1.3s, 2.2s, 2.3s, 3.11s, 3.4s, 3.5s, 3.6s</u></p> <p>2.8, 7.2, 7.4, 10.2</p>

The student will complete 75 hours of observation, tutoring, teaching at an assigned secondary school in the area surrounding SHSU
Web address for state standards: <http://www.sbec.state.tx.us>
Web address for Reading Professional Standards: <http://www.reading.org>

Course Format:

The course format includes readings from the text, use of library resources such as newspapers and journals and the Internet to find reading resources, tests, class discussions, small group activities, preparation of

reading activities, 75 hours of field experience, preparation of the Teacher Work Sample, teaching three lessons in mentor classroom.

Course Content:

The ability to use reading, writing, speaking, and listening processes to learn subject matter across the curriculum is a necessary skill for every secondary student. The effective teacher must understand the transactional nature of learning with text and be able to use a variety of practical, theory-based teaching strategies that scaffold instruction in ways that guide and support content literacy and learning. The effective teacher must be able to make authentic assessments of student learning.

GRADED ACTIVITIES:

1. CLASSROOM ACTIVITIES AND CLASS PARTICIPATION (50 pts)

Whole class discussions and small group discussions—Candidates are expected to participate in class in whole group discussion and small group discussion. Full credit will not be given for this activity if a candidate has missed a class when an activity is conducted. The class will be more enjoyable, and more will be learned as everyone shares the knowledge they have. Active participation in class will be noted by the professor. Credit will also be given in this category for Bell Work which is participating in and responding to the practice questions for the PPR.

2. KWL Sheet (20 pts.)—During the first or second class period, candidates will fill out the first two columns of a KWL sheet in response to these questions: What do you know about how to use reading to teach your content? What do you know about how to plan and teach lessons? What do you know about how to manage students within the classroom setting. Responses will be shared in class. At the end of the semester, students will complete the third column of the KWL—What have I learned about (reading, planning and teaching, and classroom management.

3. PROFESSIONAL DISPOSITIONS (50pts.)—At this stage of your candidacy for teacher education, certain professional behaviors are expected both in your methods courses and during your field experiences. These behaviors are called dispositions and for this class include the following:

Promptness to class and to the field experience—Tardiness to class and to the field experience is simply not acceptable.

Appropriate attitude in class and in the field experience—Teaching is people oriented. It is expected that candidates will be courteous and respectful to one another, the professor, and to the students and teachers they encounter in field experiences. There are appropriate ways to approach differences in opinion. It is expected that candidates will utilize the appropriate manner to handle any differences that may arise. It is expected that candidates will attend to class activities and not engage in personal conversations with other candidates, use their cell phones to text message, or otherwise engage in off task behaviors. The professor will not hesitate to discuss problems areas with candidates. If inappropriate behaviors continue, the professor will ask the candidate to drop the class.

Appropriate dress—Candidate discretion is assumed in the manner of dress for class. While at the mentor school, candidates will follow the dress code of the school in which they do their field experiences. Jeans are usually not acceptable forms of dress for teachers at most campuses. Especial attention to length of blouses/shirts worn outside the pants and to the neckline of blouses is necessary.

Completion of assignments—in class and in the field experience—Assignments must be completed and submitted on time. Activities that are a part of the field experience must be completed to the mentor teacher's satisfaction. More than adequate preparation is required for any teaching experience in the field. Written lesson plans must be submitted one day prior to the teaching of the lesson in the field. It is the candidate's responsibility to submit the plans to the mentor teacher and the professor.

4. TEXTBOOK ANALYSIS (150 pts)--Candidates will select a current, secondary level textbook in their subject area. It would be ideal if a teacher's manual for that text could be obtained; however, the teacher's manual is not required. Candidates will use one of the readability formulas presented in class to determine the readability level of the textbook being examined and complete the Readability Checklist from the text. In a 2-3 page paper, each student will discuss each of the categories listed on the Readability Checklist as they pertain to the text examined. Both strengths and weaknesses of the text should be described. One paragraph should be devoted to a discussion of the findings from the readability formula and the implication for students who will use the text. The concluding paragraph should discuss the overall advantages and disadvantages of using this textbook. Complete bibliographic information in APA format should be given for the text: title, author, publisher, copyright date, and grade level of the students for whom the text is intended. A rubric is included for

this assignment. A rubric has been designed for this assignment.

5. TESTS (200 pts.)--2 tests, a midterm and a final will be given over material covered in lecture and in the textbook.

6. ANNOTATED BIBLIOGRAPHY(100 pts.)--Candidates will compose an annotated bibliography of 10 young adult books, trade books, poetry books and picture books that cover topics related to their content area. If they are not in the SHSU Library, they must be submitted with the assignment. The bibliography must include 3 fiction, 3 nonfiction, 3 picture books, 2 poems or 1 book of poetry in the candidate's area of academic specialization. Book citations should follow APA format. Please note carefully the citation on the rubric for this assignment and follow capitalization and punctuation for this citation style. Annotations should be 3-5 sentences long, intended grade levels and the genre for each book should be given. Each entry should be submitted on a 4X6 index card. A rubric that shows how each entry should be submitted is included for this assignment. Candidates are expected to follow the example given in order to earn full credit for each assignment.

7. LEARNING LOG (100 pts.)--Each candidate will keep a learning log on 4x6 index cards. The instructor will give the prompt for the learning log at the end of each class session. Full credit for this assignment will be given based upon total number of responses given during the course and evidence on the candidate's part that the response is complete and related to information presented during the class session. Each entry must be dated, and the topic written at the top of the card.

8. READING ACTIVITIES (100 pts.)--Each candidate will prepare four reading activities based upon a chapter in a content area textbook. It is recommended that students use the same text as was used in the textbook analysis activity. The candidates will identify the major concepts and topics that should be learned from this chapter and develop the four reading activities given below. Multiple strategies for each activity will be presented by the instructor and by candidates in class. Candidates will choose from these strategies and develop the activity. NOTE: IT IS RECOMMENDED THAT YOU PLAN THESE ACTIVITIES BASED UPON THE UNIT YOU ARE DEVELOPING. Each activity is worth 25 points. A rubric is included for this assignment.

Vocabulary activity

Prereading activity

During reading activity

Postreading activity

9. READING FOLDERS (75 pts.) Each candidate will create 5 reading folders. Select 5 topics, persons, or concepts from your content area. Find an article in a newspaper, magazine, or from the Internet for each item selected. Read the articles and develop 5 questions for each article based on the article's content. These questions should be at all levels of questioning. See Chapter 9 for levels of questions. The article and questions should be placed inside a folder, one article per folder, with the article on one side and questions on the other. You may decorate the folder appropriately if you choose. These are required for inclusion in your unit.

10. Field Experience Points: Total Points – 1400 points

- **How will I be assessed during Field Experience?**

Field Experience Points: Total Points – 1400 points

Points assessed by Mentor Teacher – 500 points

- **PDAS Observations, lesson plans and reflections – 300 points (Competency 3, 5, 7, 8, 10)**

Twice as you teach one of your three required lessons, you will be evaluated by your mentor teacher. Please be sure to review and discuss your lesson plans with your mentor. After you have taught the lesson, please submit the following items to your methods professors:

- Lesson Plan in correct format (**2 @ 100 points each**)
- PDAS Evaluation Form completed by mentor (**2 @ 50 points each**)

- **Weekly Mentor Teacher's Feedback – 50 points (5 @ 10 points each)**

At the end of each week, your mentor teacher will be asked to complete a weekly disposition form. Mentors will be asked to comment on your exhibited strengths, areas for improvement and things they would like to see you try. This form will help you, your mentor teacher as well as your university professors monitor your progress in the classroom.

- **Overall Mentor Teacher's Disposition Evaluation – 150 points**

Just as we assess your professional dispositions, the school personnel, especially your mentor teacher, do also. At the beginning of your Field Experience, your mentor teacher will be given a Disposition Evaluation form (see attached). As your time in their classroom ends, your mentor will complete the form and return it to your university professors.

Points assessed by University Professors – 900 points

○ **Teacher Work Sample – 550 points (Competency 3, 5, 6, 7, 8, 10)**

Each day that you are in the Field Experience Classroom, you will be observing, implementing, and evaluating information you have learned in the methods' classroom. To assist you in this process, your methods' instructors will supply you with a detailed work sample assignment sheet and rubric. We will discuss the information contained in these documents at length.

Basically, the Teacher Work Sample is designed to help you develop a "habit of mind". In other words, it helps you to learn to think about planning and implementing instruction like an effective teacher. It encourages you to deeply consider the planning cycle including how to use data to drive ongoing planning. (Please see the assignment sheet and the Teacher Work Sample Handbook.)

○ **PDAS Observations, lesson plans and reflections – 200 points (Competency 3, 5, 7, 8, 10)**

As you teach one of your three required lessons, you will also be evaluated by one of your University Supervisors. After you have taught the lesson, please submit the following items to your methods professors:

- Lesson Plan in correct format (100 points)
- PDAS Evaluation Form completed by mentor (100 points)

○ **Weekly Field Experience Reflection –150 points**

At the end of each week, you will be asked to complete a reflection form based on your experiences during Field Experience. This form will help you identify areas of strengths and areas of needed improvement. At the end of your Field Experience, you are required to reflect upon the entire experience. Using your Weekly Field Experience Reflections, you will write an overall reflection.

○ **Walk-Through Feedback – No points**

As we walk around campus and into your classroom, we will complete a walk-through form. This form is intended to offer feedback on what we observe. Again, **GROWTH.... NOT GRADES!** ☺

Information about Field Experience:

All students enrolled in education courses with a field experience component in the public schools are required to apply at the beginning of the semester to the Educator Preparation Program before beginning their first field experience. Currently applications are located outside TEC Rm. 230. Applications are to be submitted to the Associate Dean's office with a check for \$75.00 made out to the SHCPDEP (Sam Houston Center for Professional Development and Educational Partnerships), a criminal history background check release, an unofficial transcript, and an unofficial degree plan attached. Failure to do so will result in students not receiving credit for the course and not being allowed to complete their field experience. Compliance with this policy assures our partnership schools that criminal history background checks are initiated for all students participating in field experiences in the public schools.

Attendance Policy for Methods Block:

As per University policy, candidates will not be penalized for 3 hours absence during the methods semester. These absences should be used carefully for emergencies and illnesses. It is important that candidates notify the professor via email or phone call prior to or on the day of, the absence regardless of the reason for the absence.

After three hours absence, the Department of Curriculum and Instruction will be notified and a notation will be made in the candidate's file. After any further absences, the candidate will attend a conference with the methods professors as well as the Chairperson of Curriculum and Instruction, Dr. Charlene Crocker, to discuss and evaluate reasons for the absences. More than 3 hours absence will constitute reasons for lowering of semester grades, and possibly, removal from the methods semester. The professional dispositions' grade will also be affected by more than 3 hours of absence.

The candidate is responsible for obtaining and completing any assignments missed due to absence. Any missed group work may not be made up.

If a candidate misses a day of field experience, arrangements must be made with the methods instructors and the mentor teacher to make up that day before the end of the semester. This make up day should be at the convenience of the mentor teacher and the school.

Tardies:

If a candidate is fifteen minutes late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded.

Candidates are to sign in on the roll sheet provided at the beginning of each class. It is the candidate's responsibility to sign in. This is how attendance will be marked. The professor does not have to credit any absences recorded because the candidate failed to sign in. Late work may be submitted with prior approval of the professor. Five points will be deducted for each day an assignment is submitted after the due date.

EVALUATION: All activities required for this course must be completed by the candidate before a final grade will be assigned.

1. Classroom activities and Class participation = 50 points
2. KWL Sheet = 20 points
3. Professional Dispositions = 50 points
4. Textbook analysis = 150 points
5. 2 Tests @ 100 points each = 200 points
6. Annotated Bibliography = 100 points
7. Learning Logs = 100 points
8. 4 Reading Activities @ 25 points each = 100 points
9. Reading Folders 5 @ 15 points each = 75 points
10. Field Experience Products = 1400 points

Total points = 2245

Grade Equivalent

2021-2245= A (90%-100%)

1908-2020 = B (85%-89%)

1684-1907 = C (75%-84%)

Below 75% = no pass

Expectations: Specific due dates for each graded activity will be given as soon as the dates for the public school visits are finalized. A tentative calendar will be provided. No late work may be submitted without prior approval from the professor. Five points will be deducted for each day passed the due date of the project.

Cell phones: Please leave all cell phones off during class sessions. If a student is in an emergency situation and needs to have the phone on, please inform the instructor before class begins. Hats and caps:

Gentlemen are reminded to remove their caps/hats before class begins.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a

religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Students with Disabilities Policy

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

IDEAS—The IDEAS objectives which will be stressed in this course are the following:

Learning to apply course material to improve thinking, problem solving, and decisions; Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course; and Gaining factual knowledge, terminology, classifications, methods, trends.