

Reading: 589 MOL-Improvement in Secondary School Reading and Adult Literacy
College of Education
Department of Language, Literacy, and Special Populations
This is a required course for the M.Ed. in Reading.

Instructor: Betty Higgins
 TEC 111C
 P.O. Box 2119/SHSU
 936-294-4836
edu_bjh11@shsu
 Office Hours: 8:00-1:00 MW
 Email at any time, and I will respond as soon as possible.

Text/Readings: Readence, J., Bean, T., & Baldwin, R. (2000). *Content area literacy: An integrated approach*. Dubuque, IA: Kendall/Hunt Publishing.

Course Description: This course is designed to prepare secondary classroom teachers and reading specialists for teaching reading to secondary school and adult populations. Content includes characteristics of secondary students and adult learners, language patterns and structures common to various subject-area texts and techniques to teach reading and study strategies through content areas.

Standards Matrix

Objectives /Learning Outcomes	Activities	Performance Assessment	Standards *State *IRA
The students will be able to select and use appropriate instructional materials that are suitable for instructional goals.	Textbook Analysis – The student will examine the readability of a textbook currently used in a selected content area using both quantitative and qualitative measures. A readability formula is used to determine the readability of a book, and a readability checklist is used to determine other features of the book. A 2-3 page paper is written to present the findings of the analysis. Prepare an annotated bibliography of 10 entries that reflects the genres of fiction, nonfiction, poetry,	Paper and analysis data Annotated Bibliography	<u>1.4k, 1.16k, 3.6k, 1.16s, 1.20s, 3.9s</u> 2.5, 2.6, 5.2, 5.4,5.6, 12.4 8.1

	picture books that could be used in a selected content area.		
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.	Preparation and use of vocabulary and reading writing to be used with a current content textbook. Reading activities consist of pre-reading, guided reading, post-reading, and vocabulary.	Vocabulary activities, reading activities, writing activities	<u>1.1k</u> , <u>1.2k,1.3k</u> , <u>1.20k, 3.8k</u> , <u>1.27s, 2.11k</u> , <u>2.9s, 2.11s</u> <u>3.13s, 3.5s</u> , <u>3.8s</u>
		Anticipation Guide, Three Level Study Guide, Graphic Organizer	7.3, 8.4
		Biopoem, I Am poem	
		On-line discussions	
The student understands the importance of the interactions among the reader, the text, and the context of the reading situation.	Chapter 1 from text – “Effective Content Area Instructional Practices in Middle and Secondary Level Classrooms.” Video from CD ROM – “The importance of content area literacy.” Chapters 8 & 9	Responses to Anticipation/ Reaction Guides Responses to questions from Chapter 9	<u>1.11k</u> 1.3, 1.5, 2.6
The student understands and uses different approaches to learning that motivate secondary students to become active, engaged learners. The student explores the reading programs for secondary level students and for adult populations	Examine BJP Middle/Secondary Attitude Survey and discuss ways survey can be used with students. Secondary School Study Junior College/Community Study	Reading and Writing activities Essays and on-line discussions	<u>1.4k, 3.14s</u>

through the investigation of reading programs at those levels.

Adult Literacy Study

Power Point
Presentations

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 and CD ROM, use of library resources, such as newspapers and journals, and the Internet to find reading resources, tests, class discussions via MOL Blackboard and preparation of reading activities. Evaluation consists of self-evaluation and professor assessment using rubrics for each assignment.

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.

Course Requirements:

A. Discussion Board (16 at 6.25 points each = 100)—Questions or items to be commented upon are posted Discussion Board session. Students should respond to each item by 12:00 (midnight) of the discussion day to receive full credit. Late posting is considered more than 2 hours after the posting deadline. Five points will be deducted for each late posting. Postings will not be accepted after 1 full day has passed the posting time of 12:00 (midnight). To get full credit for each discussion, your postings must be complete in that you have addressed all topics, and your comments are substantive in content. Each student should pose at least one question related to the course content for other students to respond to. I consider this “attending class.” If you get behind in your assignments, we can work that situation out. However, no one should fail to come on line and post a response to the discussion board. That is considered “missing class.”

B. Response to Discussion Boards (16 responses at 6.25 points each = 100). Choose 1 person, and respond to that person’s posting. Ask for clarification, additional explanations and/or examples or discuss a particular point they addressed. Respond to the question they posed. Late posting is any response that occurs more than one full day after the discussion day. Five points will be deducted for each late posting. No response will be accepted after two full days have passed the deadline.

TO RECEIVE FULL CREDIT FOR POSTINGS ON FORUMS AND FORUM RESPONSES, YOU MUST SHOW DEPTH OF THOUGHT AND EXHIBIT UNDERSTANDING OF COURSE CONTENT. COMMENTS SUCH AS “I AGREE” OR “THAT WAS A GREAT THOUGHT” ARE NOT CONSIDERED IN DEPTH RESPONSE.

C. Ogbu Article Summary—Application 3.5 p. 47 (10 points) Students will write a one page response to the prompt given at the end of the description of the Application given on p. 47. Due 9-9—Week 3

D. Textbook Analysis-paper and readability findings (100 points)—Students will select a content area textbook (not reading, language arts or English) currently in use in a secondary classroom and analyze the book using quantitative, a readability formula, and qualitative, a evaluation checklist, measures to determine suitability for use in the classroom. A 2-3 page paper

that summarizes the findings of the analysis is required. See the rubric for full details for this assignment. Due 9-16—Week 4

E. Demonstration of Textbook Analysis (20) Students will demonstrate the textbook analysis process to another colleague. There is an evaluation rubric for this assignment. Due 9-20—Week 4

F. Mini Project # 2 p. 138-BJP Middle/Secondary Reading Attitude Survey (20 points) Students will administer this survey to a class of secondary students and will analyze the results. Due 9-23—Week 5

G. Annotated Bibliography—(100 points) Each student will compile an annotated bibliography of 10 young adult and/or multicultural books that augment the topics covered in content areas. The bibliography must include at least 3 fiction, 3 nonfiction, 3 picture books, and 1 poetry book or 1 poem. All books must appeal to secondary students and be within the reading range of 8th–12th grade reading level, or, in the case of the picture books, at the interest level of secondary students. There is a rubric for this activity. Due 9-27—Week 5

H. Vocabulary Lesson (50 points) Students will prepare and teach a vocabulary lesson to a class of secondary students. Due 9-30—Week 6

I. KWL lesson (50 points) Students will prepare and teach a lesson using the KWL strategy to a group of students in a 4th grade or higher class. Due 10-7—Week 7

J. Reading Activities Lessons (75 points) Students will prepare a prereading, guided reading, and a post reading activity using a secondary content area textbook. Due 10-18—Week 8

K. Demonstration of a reading strategy (20 points) Students will choose one of the reading strategy lessons prepared in J and teach it to a colleague. Due 10-18—Week 8

L. Study Strategy Project (100 points) Students will prepare and teach a study strategy lesson to students in a secondary classroom. Due 11-1—Week 10.

M. Secondary School Paper (200 points)—This study consists of a review of selected literature on electronic reserve at the SHSU Library and a research of a district's secondary reading program. The student will interview district personnel to find the needed responses posed about secondary reading. There is a rubric for the assignment. Due 11-11—Weeks 11-12

N. Junior College/Community College Study (50 points) Students will research specific questions about the role these entities play in adult literacy. The information collected will be shared on Discussion Board on 11-18—Week 13

O. Adult Literacy Study—(300 points) Students will review literature related to adult literacy and respond to selected questions about adult literacy. Students will also research community resources to find the programs available for adult literacy learners. There is a rubric for this assignment. Due 12-5—Weeks 14-16

P. Class Participation (100 points) Students will complete all activities that are denoted as Discussion Board activities. These include but are not limited to: I Am piece, the biopoem, report of note-taking and test-taking strategies, response to the Wood's article, and to the Application activities specified for each week's assignment.

Evaluation (* indicates field-based activity):

1. Discussion Board—16 entries @ 6.25 points each = 100
2. Response to Discussion Board Postings—16 entries @ 6.25 points each = 100
3. Response to Ogbu article = 10 points
4. Textbook Analysis = 100 points
5. Demonstration of Textbook Analysis = 20
6. Mini Projects # 2 p. 138-BJP Middle/Secondary Level Reading Attitude Survey = 20 points
7. Annotated Bibliography = 100 points
8. Vocabulary Lesson = 50 points *

9. Reading Activities = 75
10. Demonstration of a reading strategy = 20 points
11. KWL Lesson = 50 points *
12. Study Strategy Project = 100 points *
13. Secondary School Reading Study = 200 points
14. Junior College/Community College Study = 50 points
15. Adult Literacy Study—300 points

Grading: 90-100 = A, 80-89 = B, 75-79= C No grade below 75 is acceptable for this course.

Total Points for course = 1295

A= 1166-1295

B = 1036-1165

C = 972-1035

Expectations: Attendance at (on-line for each Forum), preparation for, and participation in each class are mandatory. It is expected that the work submitted for this class will be work indicative of those who are striving for a Master's degree. Professional attitudes should be reflected in the tone of all electronic correspondence among professor and students, students and students, and attention should be given to the quality of work submitted. No late work may be submitted without prior arrangement with the professor.

Disability Statement:

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

Bibliography:

- Alvermann, D.E. Dillion, D.R., & O'Brien, D.G. (1987). *Using discussion to promote reading comprehension*. Newark: DE: International Reading Association.
- Bean, T.W. & Readence, J. E. (1995). *Content area reading: Current state of the art*. In J. Flood, D. Lapp, & N. Farnan (Eds.), *Content area reading and learning: Instructional strategies* (2nd ed., pp. 15-24). Boston: Allyn & Bacon.
- Cunningham, J.W. *A taxonomy of questions for content reading*. (1992). In E.K. Dishner, T. W. Bean, J. E. Readence, & D.W. Moore (Eds.), *Reading in the content areas: Improving classroom instruction* (3rd ed.,pp.220-226). Dubuque, IA: Kendall/Hunt.
- Cunningham, P.M. (1992a). *Big words carry big content*. In E.K. Dishner, T.W. Bean, J.E. Readence, & D. W. Moore (Eds.), *Reading in the content areas: Improving classroom instruction* (3rd ed., pp. 202-210). Dubuque, IA: Kendall/Hunt.
- Gee, J.P. (2000). Teenagers in new times: A new literacy studies perspective. *Journal of Adolescent & Adult Literacy*, 43, 412-420.
- Moore, D. W., Moore, S.A., Cunningham, J.W. (1998). *Developing readers and writers in the Content area, K-12*. (3rd ed.). New York: Longman.
- Ogbu, J.U. (1992). Adaptation to minority status and impact on school success. *Theory into Practice*, 31, 287-295.
- Spor, M. W., and Schneider, B.K. (1999). Content reading strategies: What teachers know, use and want to learn. *Reading and Instruction*, 38, 221-231.
- Tierney, R. J., & Readence, J.E. (2000). Reading strategies and practices: A compendium (5th ed.). Boston: Allyn & Bacon.
- Wood, K.D. (1992). *Effective content area instructional practices in middle and secondary level classroom*. In E.K. Dishner, T.W. Bean, J.E. Readence, & D.W. Moore (Eds), *Reading in the content areas: Improving classroom instruction* (3rd ed., pp. 58-70). Dubuque, IA: Kendall/Hunt.