

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.

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University’s Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities’ diverse learners.

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Text/Readings: Readence, J., Bean, T., Baldwin, R. (2004). Content area literacy: An integrated approach. Kendall/Hunt: Dubuque, IA.

Allen, J. (2004). Tools for Teaching Content Literacy. Stenhouse Publishers: Portland, MA. Selected young adult and multicultural texts.

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.

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 Standards</u> Organization Standards
The student understands the importance of the interactions among the	Chapter 1 in text, Class lecture and discussion, Preparation of	Content Reading Paper Entry in response logs	<u>1.1k</u> 1.3, 1.5, 2.6

reader, the text, and the context of the reading situation.	reading, writing activities	Reading and writing activities	
The student will be able to select and use appropriate instructional materials that are suitable for instructional goals.	Chapter 4 in text, Class lecture and discussion Analysis of textbook Preparation of Bibliography of young adult and multicultural literature in content area Selection of articles for instruction from the Internet, newspapers and journals Review of available software programs in content area	Textbook analysis data and paper Musical repertoire analysis data and paper Bibliography Internet, newspaper, journals submitted Review of software sheet Content Reading Paper	<u>1.4k, 1.16, 3.6k, 3.7k, 1.16s, 1.20s, 3.9s</u> 2.5, 2.6, 5.2, 5.4, 5.6, 12.4
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.	Chapters 9 and 10 Class lectures and discussions Lesson plans for teaching in field experience Activities developed for pre-reading, guided reading, post reading	Content Reading Paper Lesson Plans Field Experience Logs Vocabulary, reading, writing activities	<u>1.1k, 1.2k, 1.3k, 1.11k, 1.20k, 3.8k, 1.27s, 3.13s, 3.8s</u> 3.1, 3.2, 3.4
The student knows and is able to use various word identification strategies appropriate for secondary students.	Chapter 8 Class lecture, discussion Preparation of vocabulary	Content Reading Paper Vocabulary activity	<u>1.2k, 1.4k, 1.1k, 1.1s, 1.4s, 3.8s</u> 6.3, 6.6

	strategy		
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.	Chapter 5 Class lecture Discussion Pre-reading strategies and activities	Content Reading Paper Pre-reading activities	<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> 2.8, 7.2, 7.4, 10.2
The student understands and uses different approaches to learning that motivate secondary students to become active, engaged learners.	Chapters 3 & 12 Class lecture Discussion Metacognitive strategies, phrases	Content Reading Paper Reading and writing activities	<u>1.4k, 3.10k, 3.14k, 1.4s</u>

The student will complete 35 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>

Web address for TEKS: www.tea.state.tx.us.

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, 35 hours of field experience, preparation of a teaching unit, teaching two 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.

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. 213. 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 one absence during the methods semester. This one absence should be used carefully for emergencies and illnesses. It is **mandatory** that candidates notify the professor via email or phone call prior to the day of the absence regardless of the reason for the absence.

Upon a second absence, the Department of Curriculum and Instruction will be notified and a notation will be made in the candidate's file. After the third absence, 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 one absence will constitute reasons for lowering of semester grades, and possibly, removal from the methods semester.

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.

GRADED ACTIVITIES:

1. IN-CLASS ASSIGNMENTS AND CLASS PARTICIPATION (100 pts)

Whole Class discussions and small group discussions and mentor teacher letter (30 pts) -- 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. Each candidate will write a letter of introduction to their mentor teacher using style and form as

provided by the professor. The letter will be edited by the professor for correctness, and candidates will correct the letter before it is mailed.

KWL Chart (10 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? Responses will be shared in class. At the end of the semester, students will complete the third column of the KWL---What I have learned about reading to teach your content.

Using resources other than text (10 pts) --Each candidate will submit a newspaper article or magazine/journal article suitable for instruction about a topic within his/her area of academic specialization. Within a small group setting, candidates will share ways the article could be used in the classroom.

Professional Dispositions (50 pts.)—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.

Appropriate dress-Candidate discretion is assumed in the manner of dress for class. 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.

2. TEXTBOOK ANALYSIS/REPertoire ANALYSIS (100 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.

Music Majors will conduct an analysis of a repertoire that could be used for a concert presentation or UIL competition. In this analysis the student will identify the type of ensemble and the grade level and experience of the ensemble as well as the amount of rehearsal time available for preparation and the performance's duration. Students will also include a discussion of the range assessments and technical level assessment. The pedagogical goals for the music will be discussed. Students will also include other reasons to use the music selected such as aesthetic value, particular performance goals, composers it represents, musical periods, etc. A rubric will be given for this assignment.

3. TEST (200 pts)- Two test will be given during the semester.

4. 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. The books must be in the SHSU Library. 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.

5. Learning LOG (50 pts.)--Each candidate will keep a learning log in the spiral notebook provided. 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 entry page.

6. PROFESSIONAL DEVELOPMENT (50 pts.)--Two readings from the CD that accompanies the class textbook will be read and reported on. The professor will assign the readings.

7. READING ACTIVITIES (100 pts)--Each candidate will select a chapter from a current, secondary level textbook that is in their area of specialization. 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. From this chapter the candidate will 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. Each activity is worth 20 points. A rubric is included for this assignment.

- Prereading strategy
- During reading strategy
- Postreading strategy
- Vocabulary strategy
- Writing strategy

FIELD EXPERIENCES

8. DISPOSITION EVALUATION FROM FIELD EXPERIENCE MENTOR TEACHER (50 pts)—Each mentor teacher will be asked to complete a ten-item evaluation of the candidate's performance over the course of the field experience.

9. FIELD EXPERIENCE TEACHING LESSONS (300 pts) – Candidates will teach two lessons during Field Experience. One lesson will be observed by the mentor teacher and the other will be observed by the professor. The PDAS observations will each count 50 pts. Lesson plans and reflections will also count 50 pts each. Each set: PDAS observation, lesson plan and reflection will count 150 pts.

10. FIELD EXPERIENCE LOG (300 pts)— As part of the requirements for Rdg. 392, candidates are required to assist in a public school secondary classroom. The major purposes are (1) to observe content reading and writing strategies (2) to raise questions about secondary students' learning and literacy and to seek answers to those question (3) to become comfortable with secondary students and the secondary school work environment and (4) to practice content area reading, writing, and learning strategies with individuals, small groups, and large groups of secondary students. Candidates will be assigned to a mentor teacher and are required to strictly observe school rules and dress codes and to act in a professional manner at all times. Candidates will keep a log of their experiences. The questions in the log should be answered completely to the best of the candidate's ability. It is noted by the instructor that not all classes use reading as an integral part of the learning process. Provisions have been made in the observation requirements to meet those circumstances.

11. CHECKLIST OF CLASS ACTIVITIES PERFORMED will count 30 pts.

12. ATTENDANCE LOG will count 10 pts.

13. EXTRACURRICULAR ACTIVITIES ATTENDANCE LOG will count 10 pts.

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 = 100 points
2. Textbook analysis = 100 points
3. Test = 200 points
4. Annotated bibliography = 100 points
5. Learning Log = 50 points
6. 5 reading activities @ 20 pts. each = 100 points
7. Professional Development = 50 points.
8. Mentor teacher's Disposition evaluation = 50 points
9. Field Experience Log = 300 points
10. PDAS Observations, lesson plans & reflections (2 sets at 150 pts each) =300 points
11. Checklist of class activities performed during Field Experience= 30 Points
12. Attendance Log = 10 points
13. Extracurricular Activities Attendance Log = 10 points

Grading Scale:

1260 - 1400 = A (90%-100%)

1190 - 1259 = B (85%-89%)

1050 - 1189 = C (75%-84%)

Below 75% = no pass – must repeat the course before being recommended for student teaching

Expectations: Assignments need to be turned in on the due date. If for some reason you are unable to bring in an assignment, email it, or have a friend bring it in when it is due. 10% will be deducted each class period it is late.

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.

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.

DISABLED STUDENT 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.