

Reading 285-Literacy Across the Curriculum

College of Education

Department of Language, Literacy, and Special Populations

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Textbooks: Billmeyer, R., & Barton, M. L. (1998). *Teaching Reading In the Content Areas: If Not Me, Then Who?*. (2nd ed.). Aurora, CO: Mid-continent Research for Education and Learning.

and

ONE of the following:

Math Concentration: Barton, M. L., & Heidema, C. (2002). *Teaching Reading In Mathematics*. (2nd ed.). Aurora, CO: Mid- continent Research for Education and Learning.

Science Concentration: Barton, M. L., & Jordan, D. (2001). *Teaching Reading in Science*. Aurora, CO: Mid-continent Research for Education and Learning.

Social Studies and Language Arts Concentration: Doty, J., Cameron, G., & Barton, M. L. (2003). *Teaching Reading in Social Studies*. (2nd ed.). Aurora, CO: Mid-continent Research for Education and Learning.

Course Description: This course focuses on using reading and writing as tools for learning in all academic areas, i.e. math, science, social studies, in elementary and intermediate school classrooms.

Course Format: Course content is delivered through lecture, reading from the text, class discussions, and presentations. Evaluation will consist of peer and instructor evaluation. Class participation and inquiry will facilitate the learning in this course.

Standards Matrix:

Objectives	Activities	Performance Assessment	State (Grades 4-8) Standards
The candidates will use the Interactive Elements of Reading with other students in the class to practice teaching how to use prior knowledge while making connections to improve reading comprehension.	Class Discussion: (Sections 1 and 4 of textbook) Class presentations	Quiz Group Discussions	2.9k, 2.4s, 2.5s, 3.9k, 4.2k, 4.6k, 4.4s, 4.11k, 4.13s, 4.16s
The candidates will select appropriate instructional materials that are suitable for students' instructional goals.	Textbook Readability Analysis Selection and review of books to complement text topics	Analysis paper Annotated Bibliography	3.7k, 3.9s, 4.3k, 4.3s,
The candidates will develop a repertoire of activities that are appropriate for students.	Prepare and present reading, writing, and vocabulary strategies Class Discussion: (Section 2 of Textbook)	Peer and instructor rubric evaluation Quiz	2.3s, 2.6k, 2.8k, 3.8k, 3.8s, 4.9k, 4.9s
The candidates will plan instruction in regard to the diversities exhibited by students.	Class lecture and discussions	Planning of activities Selection of books for annotated bibliography	1.3k, 1.4k, 1.5k, 1.2s, 1.5s, 2.6k, 4.19k
The candidates can assess the needs of the students in regard to the exhibited diversities.	Class lecture and discussions	Planning of activities Selection of books for annotated bibliography	1.3k, 1.4k, 1.5k, 1.2s, 1.5s, 2.6k, 4.19k
The candidates increase their understanding/ respect for the cultural, linguistic, ethnic, and individual diversity of students by including literature that addresses the needs of the students.	Class lecture and discussions	Planning of activities Selection of books for annotated bibliography	1.3k, 1.4k, 1.5k, 1.2s, 1.5s, 2.6k, 4.19k
The candidates use different approaches to learning that motivate students to become active, engaged learners.	Class lecture and discussions Sections 3 and 5 of Textbook	Quiz	3.10k, 1.4s, 3.9k, 3.9s,
The candidates will communicate effectively with other educators.	Small group discussions	Instructor observations	1.3k

Web address for state standards: <http://www.sbec.state.tx.us>
Teacher Standards for Reading/Language Arts (Grades 4-8)

Course Content: Students will learn theories and frameworks for improving reading, writing, and thinking in the content areas. Specific methods will be described, demonstrated, and practiced.

Course Requirements:

1. Weekly Questions-5 points each (Total approximately 50 points)

Research has indicated that individuals need to read or hear about a subject more than once in order to successfully remember the information. Knowing that many of the areas this course examines are new, it is imperative that the student reviews the subject matter numerous times. Therefore, the students will be given 1-2 questions pertaining to the reading assignments for the week and/or the information covered during the previous class at the beginning of each class period.

2. Textbook Readability Analysis- Each student will conduct a readability analysis of three (3) different textbooks for a given grade level. Students will use 3 one hundred (100)-word passages (beginning, middle, end of textbook) for each book they analyze. Students will write a one-page paper providing their findings. **60 points**

3. Strategy Presentations-Each student will present a sample reading strategy lesson from Section 5 of the textbook. The individual should demonstrate understanding by presenting the concept as it applies to an area of concentration (LA, Math, Science, or Social Studies) using a piece of children’s literature and/or textbook. There should be a handout of at least one page which details the example used during the presentation. These lessons should last no more than 20 minutes.**100 points**

4. Annotated bibliography- Each student will complete an annotated bibliography of 10 children’s and young adult books. This bibliography will include 5 fiction and 5 non-fiction books. Students will choose 5 books from the 10 annotations to describe a content-specific vocabulary lesson and an explanation of a writing assignment that would be appropriate to use with each of the 5 books. **100 points**

5. I-Search- It is important for every student to pursue his or her own interests in a course. Many times, you read something interesting but cannot pursue it because there are too many “must do” assignments. Choice and ownership are key components in learning. You will be given the opportunity to pursue your interest through an I-Search. This I-search must be connected to **content area reading and/or writing**, but can be on any content area of your choice. You will briefly explain your search process and what you found out to class (5 minutes) and in a 2-3 page pager. See Blackboard on I-Search procedure, sample, and rubric. **30 points**

6. Quizzes- There will be two 50-point quizzes and one 50-point final quiz to check for understanding of course content. **150 points**

7. Professionalism- Each student will be given 20 professionalism points at the start of the semester. Any student who displays professional behavior throughout the semester will retain all 20 points. See “Expectations” for point reduction explanations. **20 points**

Grading Scale: Total Points

A	(93-100%)	474-510 points
B	(85-92%)	433-473 points

C	(77-84%)	392-432 points
D	(70-76%)	357-391 points
F	(below 70%)	356 and below

Total Points: 510 Points

Expectations-

1. Students will be on time for class.
2. Students will turn work in on time.
3. Students will display active participation during class.
4. Students will show respect for fellow students

Students not meeting these expectations will have professionalism points deducted at the rate of 2 points per infraction. Each student will receive 20 professionalism points at the start of the semester.

Absence Policy- Punctual, regular attendance is required. More than three hours of absence may result in a drop of one/half letter grade for each hour of absence. Please e-mail all absences to my e-mail address: ssmith@willisisd.org or igsasmith@hotmail.com. Perfect attendance will guarantee that the student will have the choice to double the score of one of the previous quizzes or take the final; one absence will be taken under advisement. However, two or more absences will ensure a final examination.

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).

Calendar:

August

20	21	22	23 First Day of Class Overview Discussion of syllabus Text: Section 4 pp. 61-67	24
27	28	29	30 Text: Elements of Reading Overview and "Role of the Reader" Section 1: pp. 1-11	31

September

3 Holiday	4	5	6 Text: Section 1 pp. 12-24 Elements of Reading: "Climate and Text"	7
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			Features/vocabulary"	
10	11	12	13 Text: Section 1 pp. 25-39 Elements of Reading: "Text Features/Text Structure"	14
17	18	19	2 Quiz <i>Quiz will be posted on Blackboard.</i>	21
24	25	26	27 Text: Section 2 pp. 41-55 "Strategic Processing".	28

October

1	2	3	4 Text: Section 3 pp. 57-60 "Strategic Teaching Strategies" Textbook Readability Analysis Due!!	5
8	9	10	11 Strategy Presentations (4-5 STUDENTS)	12
15	16	17	18 Quiz Strategy Presentations (4-5 STUDENTS)	19
22	23	24	25 Writing in the Content Areas: "What part does time play?" Strategy Presentations (4-5 STUDENTS)	26
29	30	31		
			1 Writing in the Content Areas: "What part does assessment play?" Strategy Presentations (4-5 STUDENTS)	2
5	6	7	8 Teaching Writing in the Content Areas: "What is the role of technology?"	9

November

			Strategy Presentations (4-5 STUDENTS)	
12	13	14	15 Teaching Writing in the Content Areas: "What role does the teacher play?" Strategy Presentations (4-5 STUDENTS) Annotated Bibliography Due!!	16
19	20	21 Holiday	22 Holiday	23 Holiday
26	27	28	29 Some strategies for teaching writing in the content areas Strategy Presentations (4-5 STUDENTS)	30

December

3	4	5	6 Review of semester Preparation for Final Exam "I Search" Presentations due	7
10	11	12	13 Final Exam	14