COURSE: RLL 4430/6120
TERM/YEAR: Winter 2014
SECTION: 
COURSE CREDITS: 3
DAY/TIME: Tuesdays 5-7:45 p.m.
LOCATION: Macomb Community College University Center
 UC3 Room 207
INSTRUCTOR: Lynne Morgan-Bernard
Office Phone: 586-790-9599
e-mail: ao1620@wayne.edu
Office hours: before or after class; by appt

Course Description
Development of comprehension in literature and informational material, instructional strategies and material with emphasis on integrated instruction. Evaluation of the development of comprehension and writing through formal and informal measures and reporting to parents and other professionals. Implications of multiculturalism, special needs, and English language learners.

Course Objectives
Students will:
1. View themselves as readers, reflective educators and professionals. (MRS: 1)
2. Understand theories of reading comprehension and writing development across languages and how they apply to instruction and evaluation. (MRS: 19) (MEES 1.8)
3. Understand the integrated nature of the language arts and be able to design and carry out instruction in literacy across the curriculum that provides opportunities in all aspects of literacy for diverse learners. (MRS: 3, 4, 13) (MEES 1.1.14)
4. Understand the social, cultural and dynamic nature of language and the impact of these factors on literacy development. (MRS: 10, 15) (MEES 1.1.16)
5. Be able to identify the special needs of individual learners and plan instruction that addresses those needs by using a variety of texts and instructional methods. (MRS: 12, 14, 16, 17, 18)
6. Select and use a variety of means of assessment, both formal and informal and be able to communicate results to parents and other professionals. (MRS: 20, 21, 22, 23, 24, 43)
7. Be able to select a variety of print and non-print texts to promote learning and increase motivation and to identify the strengths/weaknesses of those texts. (MRS: 26, 32) (MEES 1.1.20, 1.1.8, 1.1.10, 1.1.11)
8. Employ a variety of strategies for developing vocabulary and spelling through reading and writing. (MRS: 30, 36) (MEES 1.1.6)
9. Be able to plan instruction that helps students understand the conventions appropriate for the different systems of language and different languages in order to promote comprehension (reading & listening) and communication with others (speaking & writing). (MRS: 27, 28, 33, 34) (MEES 1.1.2, 1.8)
10. Know and be able to use in instruction a variety of strategies appropriate for diverse learners of varying languages to promote comprehension in both literary and informational texts. (MRS: 31, 38, 39, 40, 41) (MEES 1.1.7, 1.8)

11. Understand and be able to integrate process writing across the curriculum for a variety of purposes and diverse learners. (MRS: 35, 37, 42) (MEES 1.1.8, 1.1.9, 1.1.13, 1.8)

12. Be able to implement strategies to include parents as partners in the literacy development of their children. (MS: 44)

13. Use digital resources for professional development and instruction. (MEES: 1.1)

**Required Texts**


New Text: Probably won't be in the bookstore yet:


**References**


ASSIGNMENTS
There are three major assignments for this class: the reading assignments, the journal activity, and the lesson plan, each of which has multiple components.

Reading Assignments
- Assigned Reading
- Notes/artifact of reading assignment
- Quiz each week on reading
- Journal articles

Journal Activity
- Journal
- Reflective Paper

Lesson Plan
- Text Set
- Lesson Plan

Reading Assignments
Assigned Reading and Notes/Artifact
You will read each chapter assigned by the due date and complete the notes/artifact. These assignments are due on the date the reading is due and will not be accepted late. If for any reason you are absent, the assignment is due on the first day you return to class.

Articles
You will locate and read at least two articles on reading and/or writing related to or applicable to your major or minor subject area. The articles must have been published within the last five years. Three journals that you might consider for articles on reading are: Reading Teacher (elementary), Journal of Adult and Adolescent Literacy (secondary), Voices From the Middle (middle grades). You can also find articles in many journals focused on content subjects such as art, music, social studies, math, and so forth. Refer to the schedule for due dates.

Review Collection
The review collection will be built by the class. Each student will write reviews of articles read and add these to the collection by posting it to Discussion Board on the Blackboard site. Others in the class can refer to the review collection to determine whether they might be interested in this article. You will post your review in the collection and turn in a copy for grading. Your review must include the following:
Journal Activity
Metacognitive Journal
Beginning with the first class, you will keep a journal in which you reflect on your own reading done for this class. Your first assigned writing is the beginning of this journal. You are to write about the strategies that you use to understand and remember what you have read, strategies you used to do the assigned work for each chapter, whether or not particular strategies are working for you, and things in the texts that help you or make reading difficult. One journal entry is due at the beginning of each class. Journal entries will not be accepted late. Journals will be graded based on the extent to which you demonstrate your metacognitive awareness.

Reflective Paper
You will read through all of your journal entries and write a paper in which you reflect on what you have learned from keeping the journal. This is a formal paper that must be computer generated, at least 1200-2000 words in length (approximately 5-8 pages), double spaced, in 12 pt font with 1 inch margins. Two copies of the paper must be turned in, one of which will be returned to you with comments. All of your journal entries must be attached to one of the copies of the paper. The following must be discussed in the paper:

Part I: What you know about yourself as a reader (for this section refer to specific examples in your journal entries to support what you say)

- strategies that you use
- your strengths/weaknesses in reading
- any changes in your reading that have occurred during the semester

Part II: Implications for teaching

- what your study of your own reading has revealed to you about reading in general
- given what you now know about reading from this self-study, discuss what the implications are for your own teaching (implications should be related to what you know about your own reading and should be specific)

Lesson Plans
Text Set
You will develop a text set consisting of literature and informational material from at least one subject area (math, science, social studies, art, music, etc.). The text set may include material from a textbook but should not be restricted to textbooks. You must include at least 12 different items, at least 4 of which are literature and two of which are internet sites. Your set must include variety in terms of genre and level of difficulty. You will provide an annotated bibliography of the text set that includes the following:

- Grade Level for which the set is designed
- Statement of your rationale for selection of each item in the set
- Identification of the grade level of each item in the set. Indicate how this was determined. (You may have to do a readability to identify this.)
• List of strengths and weaknesses of each item in the set

**Inquiry/Thematic Plan**
For your text set you will develop five different instructional lessons. The lessons must include instruction across other content areas. The lessons must include one pre-reading strategy, two during reading strategies, and two post reading strategies. The five lessons should build from the first to the last. For each lesson you will write a lesson plan that includes the following: description, rationale, objectives/standards, evaluation. The description should assume a knowledgeable teacher as audience but must be inclusive enough that the teacher could read your description and do the activity with your students. The evaluation should indicate how you will evaluate student learning for each activity. The rationale should clearly state what you hope the students will learn from the activity (about the content area and about reading/writing). The rationale is not an objective. Instructional activities should be chosen based on student need; it is up to you to identify what needs the activity will satisfy. The objectives should identify state and common core standards addressed by the lesson. The strategies selected should build on text strengths and address areas of text weakness. Instructional activities must demonstrate awareness of the needs of diverse learners either through the selection of the specific activities or through provision of alternative activities for different learners. The lessons must demonstrate the applications of reading/writing strategies from this course. While you may use other sources for ideas, the lessons should be developed by you and not copied from other sources. You will turn in two copies of your lessons.

**Exam: THE FINAL IS MANDATORY AND WILL TAKE PLACE ON THE SCHEDULED EXAM DAY.**
It is expected that all students will take the exams on the scheduled dates. In case of an emergency, a make-up can be provided at the instructor’s convenience. Students must notify the instructor in advance of the exam to be eligible for a make-up. Exams will consist of objective, short answer and essay questions. Objective and short answer questions will be closed book exams. For essay questions you will be allowed to use your notes/maps.

**Quizzes**
You must be prepared for quizzes at the beginning of each class on the assigned reading. These may be objective, short answer, or essay questions. The quizzes will take place during the first 15 minutes of class and may not be made up. **Those who arrive late will not be given extra time to complete the quiz.** If you are absent your average will be figured on the number of quizzes you took. If you miss a quiz because you are late, your quiz grade for that day is a zero. Your quiz average will count at 15% of your final exam grade.

**CLASS POLICIES**
You are expected to attend all classes and are responsible for material covered in all classes whether or not you were present. Since much of the class will consist of group work and discussion, your attendance, participation, and preparedness are necessary. You are expected to engage in professional/respectful behavior at all times. Any absences that total more than two classes will result in a reduction in the final grade. Portions of classes missed (arriving late, leaving early) will also be recorded and contribute to total absences. Thus, a student who is late for class by 15 minutes five times is considered to have missed 75 minutes of class or approximately ½ of a class period. **Cell phones and beepers are to be turned off during class.**
All formal papers are to be computer generated, double spaced, using 12 point font. Journal entries and assigned reading strategies may be hand written.

Notes/maps 10%
Text Set 10%
Journal & Paper 15%
Final Unit/thematic Plan 20%
Final Exam 20%
Quizzes 15%
Journal articles 10%

Rubrics

Article Review
- APA format for citation
- Summary of major points—clarity, conciseness, major points included
- Ability to critique and/or make connections to other things read
- Clarity and rationale for your views
- Form/format

Journal Reflective Paper
- Identification of strategies (number and depth of discussion)
- Identification of your strengths/weaknesses (number and depth of discussion)
- Identification of changes (number and depth of discussion)
- Implications for teaching
  - Specificity
  - relation to your own strategies
  - depth of discussion
  - form/format

Lesson Plans for Thematic Unit
- Appropriateness of standard
- Appropriateness of amount of time
- Clarity of description
- Clarity & Soundness of content rationale
- Clarity & Soundness of strategy rationale
- Appropriateness of Objectives/standards
- Clarity & Appropriateness of evaluation
- Form/format
Withdrawal Policy
Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth to the tenth week of class.

Students with Disabilities
Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TTY: telecommunication device for the deaf; phone for hearing impaired students only).

Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Wayne State University is an equal /affirmative action institution and is committed to a policy of non-discrimination and equal opportunity in all of its educational programs and related activities. This policy embraces all persons regardless of race, color, sex, national origin, religion, age, sexual orientation, marital status or disability.

Cheating and Plagiarism
The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin, the Undergraduate Student Handbook, and in print and online versions of the Graduate Catalog under the heading “Student Ethics”.

References to plagiarism are contained in the university’s brochure on Academic Integrity (which is available online at the website for the Office of Teaching and Learning) and in the university’s Student Code of Conduct, which is also available online. Further, the Dean of Students’ website has a section on Academic Integrity, and the College of Education website has a section about plagiarism, including a tutorial about what constitutes plagiarism.

It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

Religious Observance Policy:
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Evaluation and Grading
Grading Policy, College of Education
The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. For undergraduates and
post-degree students, C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. For graduate students, B grades will be awarded for satisfactory work and A grades will be awarded for outstanding performance. Please note there will be a distribution of grades from A-F within the College of Education.
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<tr>
<th>Date</th>
<th>Topics</th>
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<tr>
<td>01/14/14</td>
<td>What makes reading easy/hard?</td>
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<td>Chapter 1: What We Know About Reading Comprehension</td>
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<td>01/21/14</td>
<td>Chapter 2: The Power of Story</td>
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<td>Chapter 8: Promoting Comprehension: Reader Factors in 21st Century text</td>
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<tr>
<td>01/28/14</td>
<td>Chapter 3: The Power of Inquiry</td>
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<td>02/04/14</td>
<td>Chapter 4: How Talking Supports Comprehension</td>
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<td>Chapter 9: Promoting Comprehension: Text Factors in 21st Century text</td>
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<td>02/11/14</td>
<td>Chapter 5: How Writing Supports Comprehension</td>
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<td>chapter 1: What Does Close Reading Mean?</td>
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<td>02/18/14</td>
<td>Chapter 6: The Importance of Comprehension Instruction in Primary Grades</td>
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<td>Chapter 4: Understanding the Features of a Text</td>
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<td>03/11/14</td>
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<td>03/18/14</td>
<td>*Journal Article #3 due and present to class</td>
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<td>Chapter 5: Strategic Previewing of a Text</td>
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<td>03/25/14</td>
<td>*Text Sets Due</td>
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<td>Chapter 6: Self-monitoring While Reading</td>
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<td>04/08/14</td>
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<td>Chapter 7: Determining Importance in a Text</td>
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<td>04/15/14</td>
<td>*Reflective Paper Due</td>
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<td>Chapter 8: Determining Importance &amp; Synthesis Across Text</td>
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<td>04/22/14</td>
<td>No Class; Study Day</td>
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<tr>
<td>04/29/14</td>
<td>*Final Exam</td>
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***Note: Due to the original textbook being unavailable, this syllabus might change when we receive the *Close Reading of Informational Texts* book. If so, I will provide you with a new copy of the syllabus.***

***Note: *50 Instructional Routines to Develop Content Literacy* will be used throughout the semester but chapters are not listed above. Please make sure to bring all textbooks to class each week.***