COURSE SYLLABUS

DIVISION: Teacher Education

PROGRAM AREA: Reading, Language and Literature

COURSE: RLL 4431: TEACHING READING IN THE MIDDLE AND SECONDARY SUBJECT AREAS

SECTION: 22164

COURSE CREDIT: 3 Credit Hours

TERM/YEAR: Winter, 2014

COURSE LOCATION: 189 Education

TIME: Tuesdays, 12:50 P.M. – 3:30 P.M.

INSTRUCTOR: Dr. Jacqueline Tilles

OFFICE: 211 Education

OFFICE HOURS: Tuesdays and Wednesdays (3:30 P.M. – 5:00 P.M.)
Other Times by Special Appointment

PHONE NUMBERS: Office: (313) 577-0990
Home: (313) 331-4478

EMAIL: aa8760@wayne.edu

COURSE DESCRIPTION:

This course deals with the following:

A consideration of reading in relation to subject matter instruction; strategies for teaching comprehension, study skills, vocabulary and application skills in the content areas; informal assessment procedures; techniques for meeting the individual needs of diverse students, at-risk students and multi-cultural students.
COURSE OUTCOMES:

1. Students will develop definitions of reading and content area reading by analyzing articles from major periodicals in the field of reading/literacy.

2. Students will write a research paper on “Reading in the Content Areas” after analyzing articles from major periodicals in the field of reading/literacy.

3. Students will be able to define and apply informal and formal reading assessment strategies to real life scenarios.

4. Students will be able to use selected formal and informal assessment strategies in their chosen content area at a basic introductory level.

5. Students will be able to design and use guided reading lessons for the content area which they plan to teach at a basic introductory level.

6. Students will be able to design and use single level and multi-level study guides for their chosen content area at a basic introductory level.

7. Students will identify analyze and use introductory level strategies for teaching vocabulary in their chosen content area.

8. Students will identify analyze and use strategies for teaching study skills at the middle and secondary level.

REQUIRED TEXTS:

NONE. Instead, students will read articles on Reading in the Content Areas from major periodicals in the field of reading.

Students will also examine textbooks which are used by students in the schools.
ASSIGNMENTS:

I. WRITE A RESEARCH PAPER ON “TEACHING READING IN THE CONTENT AREAS.”

Do your paper in this way:

a. Read 12 articles on the teaching of reading in social studies, science, math and English. Be sure to read 3 articles for each of the 4 subject areas.

b. Begin your paper with an appropriate INTRODUCTION. Then SUMMARIZE an individual content area in terms of the articles which you have read. After you have summarized the articles, then, ANALYZE them. After this, present PERSONAL, PRACTICAL APPLICATIONS which would apply to the subject area being discussed. Then go on and do the same thing for the three additional subject areas. (i.e. SUMMARIZE, ANALYZE and GIVE PRACTICAL CLASSROOM APPLICATIONS.) Also, make certain that you use appropriate transitions as you move from section to section of your paper. Finally, structure an appropriate CONCLUSION for the paper. Be sure to also use good bibliographic and good parenthetical reference form as described in the APA Publication Manual, 6th Edition.

DUE: FEBRUARY 11

II. Select 2 chapters from one subject area textbook. Do a content/process analysis of these 2 chapters. Use the analyses to construct A GUIDED READING LESSON FOR EACH CHAPTER.

DUE: MARCH 25

III. Select 3 different chapters from a subject area textbook. Construct A STUDY GUIDE for each chapter – ONE SINGLE LEVEL GUIDE AND TWO MULTI-LEVEL GUIDES.

DUE: APRIL 8

IV. CREATE A HANDBOOK FOR TEACHING READING IN YOUR MAJOR SUBJECT AREA. (i.e. Math, English, History, Art, Music, etc.)

a. Your Handbook should be presented in a loose-leaf binder with four sections: Vocabulary, Comprehension, Interpretation, and Study Skills.

b. Each section of the Handbook should include 7-10 ideas FOR TEACHING READING in your subject area.

c. Each idea will be one page long and should be presented in a step-by-step fashion. (Pages should be 8 ½ X 11.)
d. Please design a SYSTEM for organizing your HANDBOOK. (Use colored pages for each section and colored dots or stars for each type of idea.)

e. The HANDBOOK will be judged on the basis of APPROPRIATENESS, VARIETY, ORIGINALITY AND IMAGINATIVENESS OF PRESENTATION.

DUE: APRIL 22 (This is a STUDY DAY but the assignment is due.)

V. FINAL EXAMINATION BASED ON CLASS NOTES AND HANDOUTS – APRIL 29

CLASS POLICIES:

ALL ASSIGNMENTS MUST BE TURNED IN ON TIME.

ALL ASSIGNMENTS MUST BE TYPED.

YOU MUST ATTEND CLASS.

GRADING SCALE:

100 – 93  A+, A, A-
92 – 85  B+, B, B-
84 – 70  C+, C, C-
69 – 60  D, D-
59 & below  F

ALL ASSIGNMENTS ARE OF EQUAL WEIGHT.

PLAGIARISM:

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you’re in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty.
COLLEGE AND UNIVERSITY POLICIES:

General Note on Grading
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 that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance.] Please note that there is a distribution of grades from A-F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages.

Withdrawal Policy:

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<thead>
<tr>
<th>WAYNE STATE UNIVERSITY ADD AND WITHDRAWAL POLICY CHANGES BEGINNING FALL 2011</th>
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<tr>
<td>CHANGE IN TIME ALLOWED TO ADD CLASSES</td>
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<tr>
<td>BEGINNING FALL 2011, YOU MUST ADD CLASSES NO LATER THAN THE END OF THE FIRST WEEK OF CLASSES (INCLUDING ONLINE CLASSES)</td>
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<td>YOU MAY CONTINUE TO DROP CLASSES (WITH FULL TUITION CANCELLATION) THROUGH THE FIRST TWO WEEKS OF THE TERM</td>
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<tr>
<td>CHANGE IN COURSE WITHDRAWAL DEADLINE</td>
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<td>THE LAST DAY TO WITHDRAW WILL BE THE END OF THE 10TH FULL WEEK OF CLASSES.</td>
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- 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 week of class through the study day.

**Students with Disabilities**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) 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 (TDD 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.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**SDS News:**

Effective Fall semester 2010 Student Disability Services will be implementing a revised alternative testing form when a student schedules classroom exams/quizzes administration at SDS. As before the student and instructor each have a portion to complete. Exams are to be mailed to a new password protected email address: sdsexams2010@wayne.edu.

Thank you for your cooperation.

Jane DePriester-Morandini
Interim Director
Student Disability Services
1600 Undergraduate Library
313.577.1851

**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 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.
# CLASS SCHEDULE/COURSE OUTLINE:

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<thead>
<tr>
<th>SESSIONS 1, 2</th>
<th>JANUARY 7</th>
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<tr>
<td></td>
<td>JANUARY 14</td>
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<tr>
<td>Introduction; Definitions of Reading; Validity and Necessity of a Sound Definition of Reading; How Views of Reading Affect Classroom Practice; Organizing Classes and Schools For Reading Instruction</td>
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<th>SESSIONS 3, 4</th>
<th>JANUARY 21</th>
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<td>JANUARY 28</td>
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<tr>
<td>A Consideration of Diversity in Students; Assessing Reading Difficulties in Various Subject Areas; Readability</td>
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<tr>
<th>SESSION 5</th>
<th>FEBRUARY 4</th>
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<tbody>
<tr>
<td>Analyzing Textbooks in Content Areas; The Content/Process Analysis; Aspects of Reading Common to all Subject Areas; Using Creative GUIDED READING LESSONS in Various Content Areas</td>
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<tr>
<th>SESSION 6</th>
<th>FEBRUARY 11</th>
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<tbody>
<tr>
<td>Using Creative GUIDED READING LESSONS in Various Content Areas (Continued)</td>
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<tr>
<th>SESSION 7</th>
<th>FEBRUARY 18</th>
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<tbody>
<tr>
<td>Using STUDY GUIDES in Various Content Areas; Dealing with Diversity in Students by Means of Study Guides and Guided Reading Lessons</td>
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<th>SESSIONS 8, 9</th>
<th>FEBRUARY 25</th>
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<tr>
<td></td>
<td>MARCH 4</td>
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<tr>
<td>Using Study Guides in Various Content Areas (Continued)</td>
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<tr>
<th>MARCH 11</th>
<th>Spring Break</th>
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<th>SESSIONS 10, 11</th>
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<td>MARCH 25</td>
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<tr>
<td>Vocabulary Problems in Content Areas</td>
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<tr>
<th>SESSION 12</th>
<th>APRIL 1</th>
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<tbody>
<tr>
<td>Vocabulary Development Procedures and Vocabulary Lesson Formats in Content Areas</td>
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<th>SESSIONS 13, 14</th>
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<td>APRIL 15</td>
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<tr>
<td>The Study Skills Problem in Content Area, Strategies For Teaching Study Skills in Various Content Areas; Special Problems and Approaches in Individual Content Areas: At-Risk Students; Multicultural Concerns; Computer Applications</td>
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<tr>
<th>APRIL 22</th>
<th>STUDY DAY</th>
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<th>SESSION 15</th>
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<td>FINAL EXAMINATION</td>
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