COURSE SYLLABUS

DIVISION: Teacher Education

PROGRAM AREA: Reading, Language and Literature

COURSE: RLL 6121: READING IN THE CONTENT AREAS: 6-12 (Graduate Course)

SECTION: 26992

COURSE CREDIT: 3 Credit Hours

TERM/YEAR: WINTER, 2014

COURSE LOCATION: 30 Education

TIME: Tuesdays, 5:00 P.M. – 7:45 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:

Practical approaches to the problems of reading disability as they affect the subject matter teacher in Social Studies, Math, Science, English and other content areas; strategies and theoretical considerations related to assessment, instruction and application; techniques for meeting the needs of diverse students, at risk students and multi-cultural students.
COURSE OUTCOMES:

1. Students will be able to explain what is meant by “READING” and apply that explanation to the development of lessons, units and instructional materials in their major content area.

2. Students will be able to explain what is meant by “CONTENT AREA READING” and apply that explanation to the development of lessons, units and instructional materials in their major content area.

3. Students will be able to define and apply informal reading assessment and formal reading assessment to their classroom situations.

4. Students will be able to use selected formal and informal assessment strategies to identify and remedy students’ reading problems in the content area which they plan to teach.

5. Students will be able to identify, explain and remedy key instructional problems in the content area which they plan to teach.

6. Students will be able to design and use guided reading lessons for the content area which they plan to teach.

7. Students will be able to design and use single level and multi-level study guides for the content area which they plan to teach.

8. Students will be able to design and use a vocabulary lesson for the content area which they plan to teach.

9. Students will be able to design and use study skills lessons for the content area which they plan to teach.

10. Students will be able to analyze and discuss the practical principles and practical teaching techniques for the content area which they plan to teach.

2. A Major Textbook for a course which you teach.
ONGOING ASSIGNMENT:

BEFORE EACH CLASS SESSION, SELECT ANY THREE RELATED READINGS FROM THE LIST OF REFERENCES IN THE TEXTBOOK. Read and analyze these readings. Be prepared to discuss how they relate to our ongoing discussion.

ASSIGNMENTS:

I. Read the Textbook (Roe, Kolodziej, Stoodt-Hill and Burns). Try to relate it to the topics dealt with in class.

II. Prepare a GUIDED READING LESSON FOR EACH OF THREE CHAPTERS OR SELECTIONS in a single unit in a course which you teach. (THREE GUIDED READING LESSONS IN ALL.)

**DUE: APRIL 1**

III. Develop ONE SINGLE LEVEL AND TWO MULTI-LEVEL STUDY GUIDES. These should be developed for three successive chapters or selections in a given textbook unit.

**DUE: APRIL 8**

IV. Prepare a VOCABULARY LESSON FOR YOUR SUBJECT AREA. Follow the guidelines presented in class.

**DUE: APRIL 22** (This is a STUDY DAY – There will be NO CLASS – BUT THE ASSIGNMENT IS DUE.)

V. FINAL EXAMINATION – APRIL 29
CLASS POLICIES:

All assignments must be turned in on time.

All assignments must be typed.

You must attend class.

GRADING SCALE:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 93</td>
<td>A+, A, A-</td>
</tr>
<tr>
<td>92 – 85</td>
<td>B+, B, B-</td>
</tr>
<tr>
<td>84 – 70</td>
<td>C+, C, C-</td>
</tr>
<tr>
<td>69 – 60</td>
<td>D, D-</td>
</tr>
<tr>
<td>59 &amp; below</td>
<td>F</td>
</tr>
</tbody>
</table>

THE GUIDED READING LESSONS ARE WORTH TWICE AS MUCH AS THE OTHER ASSIGNMENTS.

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 pluses and minuses are recorded and distinguish distinct grade point averages.

**Withdrawal Policy**

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**WAYNE STATE UNIVERSITY ADD AND WITHDRAWAL POLICY CHANGES BEGINNING FALL 2011**

**CHANGE IN TIME ALLOWED TO ADD CLASSES**

BEGINNING FALL 2011, YOU MUST ADD CLASSES NO LATER THAN THE END OF THE FIRST WEEK OF CLASSES (INCLUDING ONLINE CLASSES)

YOU MAY CONTINUE TO DROP CLASSES (WITH FULL TUITION CANCELLATION) THROUGH THE FIRST TWO WEEKS OF THE TERM

**CHANGE IN COURSE WITHDRAWAL DEADLINE**

THE LAST DAY TO WITHDRAW WILL BE TO THE END OF THE 10TH FULL WEEK OF CLASSES.

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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

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- 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:

| Sessions 1 & 2 | January 7
| Sessions 1 & 2 | January 14
| **Introduction; Definitions of Reading; How These Definitions Influence Classroom Practice; The All-School Reading Program**
| (Read Chapters 1, 2 – Roe, Kolodziej, Stoodt-Hill, Burns) |

| Sessions 3 & 4 | January 21
| Sessions 3 & 4 | January 28
| **Assessing Reading Difficulties; Informal and Formal Assessment; Profiling Data; Interpreting and Using Results**
| (Read Chapter 3 – Roe, Kolodziej, Stoodt-Hill, Burns) |

| Sessions 5 & 6 | February 4
| Sessions 5 & 6 | February 11
| **Problems and Solutions in Content Area Reading; The Difficult Textbook Problem; Readability; Confusion of Task Problem; The Content-Process Analysis**
| (Read Chapters 4, 5 – Roe, Kolodziej, Stoodt-Hill, Burns) |

| Sessions 7, 8, 9 | February 18
| Sessions 7, 8, 9 | February 25
| **Problems and Solutions in Content Area Reading; Assumed Background; Specialized Vocabulary; Essential Reading Skills; Fusing Subject Matter Concepts and Reading Skills; THE GUIDED READING LESSON**
| (Read Chapter 6 – Roe, Kolodziej, Stoodt-Hill, Burns) |

| March 11 | **Spring Break** |

| Sessions 10 & 11 | March 18
| Sessions 10 & 11 | March 25
| **Problems and Solutions in Content Area Reading; Study Problem; Study Guides; Dealing With Poor, Average and Excellent Readers in Content Areas**
| (Read Chapters 7, 8 – Roe, Kolodziej, Stoodt-Hill, Burns) |

| Session 12 | April 1
| Session 12 | April 8
| **Mastering the Teaching of Vocabulary in The Content Areas; Vocabulary Development Strategies**
| (Read Chapters 9, 10 – Roe, Kolodziej, Stoodt-Hill, Burns) |

| Sessions 13 & 14 | April 15
| **The Study Skills Problem; Strategies for Teaching Study Skills; Special Problems in Teaching Reading in Various Content Areas; Computer Application; Multicultural Concerns**
| (Read Chapters 11, 12 – Roe, Kolodziej, Stoodt-Hill, Burns) |

| April 22 | **Study Day-No Class** |

| Session 15 | April 29
| **Final Examination** |