COURSE: Developmental Reading Comprehension RLL 6120
(Combined) Teaching Reading Comprehension RLL 4430
TERM/YEAR: Winter 2013
CRN:
COURSE CREDITS: 3
DAY/TIME: Monday 5:00 – 7:45
LOCATION: Old Main 0165
INSTRUCTOR: Annena Z. McCleskey
Phone: 248-821-0070
E-mail =AM4592@wayne.edu
Office hours: By appointment

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 Text
Fisher, Brozo, Frey & Frey, 50 Instructional Routines to Develop Content Literacy, Pearson, Second Edition
References


ASSIGNMENTS:

1. Weekly METACOGNITIVE JOURNAL & DISCUSSION

RLL 6120 & RLL 4430

First read before each chapter “What Do You Think?” (Pages 1-3) Read each chapter assigned by the due date. You are to respond to key components of each chapter:

☐ Got it. I know or understand this. Respond to what “this” is in the chapter and how it relates to successful learning or teaching. When possible share personal experience that connect to the chapter

! This is really important or interesting, respond why you agree with …

? I don't understand this or this does not make sense. Share why you are troubled by what was shared in the text.

RLL 4430 ONLY

In addition to the aforementioned, you are to match/connect a strategy from the Fisher, Brozo, Frey & Frey, 50 Instructional Routines to Develop Content Literacy, that connects/ relates to a key component of the assigned reading in The Comprehension Experience and or Infotext

Journal entries are due at the beginning of each class after class discussions. Journal entries will not be accepted late. Journals will be graded using a rubric from 0 to 3 based on the extent to which you demonstrate your metacognitive awareness (3=significant awareness of strategies used and/or problems as well as possible solutions; 2=some awareness of strategies used and/or problems and solutions; 1=few strategies or problems and solutions
Metacognition is thinking about thinking. More specifically, Taylor (1999) defines metacognition as “an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the agility to make correct inferences about how to apply one’s strategic knowledge to a particular situation, and to do so efficiently and reliably.” The more students are aware of their thinking processes as they learn, the more they can control such matters as goals, dispositions, and attention. Self-awareness promotes self-regulation. If students are aware of how committed (or uncommitted) they are to reaching goals, of how strong (or weak) is their disposition to persist, and of how focused (or wandering) is their attention to a thinking or writing task, they can regulate their commitment, disposition, and attention (Marzano et al., 1988). For example, if students were aware of a lack of commitment to writing a long research assignment, noticed that they were procrastinating, and were aware that they were distracted by more appealing ways to spend their time, they could then take action to get started on the assignment. But until they are aware of their procrastination and take control by making a plan for doing the assignment, they will blissfully continue to neglect the assignment.

**Sample Format RLL 4430**

<table>
<thead>
<tr>
<th>Name</th>
<th>TEXT CONTENT</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal # _____</td>
<td>(What key concept/s Text stated etc. page numbers if applicable)</td>
<td>TEXT CONTENT #2</td>
</tr>
<tr>
<td>TEXT CONTENT # 3</td>
<td>Efficacy # 1</td>
<td>Efficacy # 2</td>
</tr>
<tr>
<td>Efficacy # 3</td>
<td>(How much value or usefulness this is /was/ or will be for you. Share your insights, with a ☑, !, ? and detailed response)</td>
<td>Efficacy # 3</td>
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</tbody>
</table>

50 Instructional Routines to Develop Content Literacy
- give a grief explanation of strategy
- grade level
- what is your rationale for using and connecting this strategy to the above journal content and what challenges might a student be facing in order to have this strategy presented to him/her?

**Sample Format RLL 6120**

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</table>
2.) SHARE: RLL 6120 Strategic Hands-on Activities that are Resourceful and Effective

We all can learn from each other. A form will be distributed and you will sign to present a particular strategy, teaching technique or activity that you have used and found to be effective in the classroom. . Presentation will be in a “mini” teaching format. You will teach this strategy to the class as if WE are learners in your classroom. Handouts are required and the following format should be used.

**Required Information/Format must be presented to me BEFORE presentation**

<table>
<thead>
<tr>
<th>Mini Lesson Topic Page</th>
<th>Name the teaching point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>Have all materials and any text that will be used</td>
</tr>
<tr>
<td>Connection</td>
<td>Tell what you “taught” the previous lesson to give background knowledge for this strategy</td>
</tr>
<tr>
<td>Explicit Instruction</td>
<td>Tell class what you will “teach” TODAY Show class exactly how to do it</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Ask class to try it out with a partner or with you for a few minutes</td>
</tr>
<tr>
<td>Independent Practice</td>
<td>Remind class how the teaching point can be used in independent practice what you will have students do independently and independent practice comes after Guided Practice is successful</td>
</tr>
</tbody>
</table>
| Wrap-Up                | Restate the teaching point. Get feedback from class such as DID OR WILL THIS WORK FOR YOU? HOW WILL OR COULD THIS STRATEGY AFFECT YOUR TEACHING AND STUDENT LEARNING? Other?????

Time limit is from 10-12 minutes. An explanation of the strategy, the grade level your strategy is intended, how and why you found this strategy effective must be given to the instructor BEFORE your presentation. Strategy Handouts are encouraged for classmates.

(3.) RLL 6120 & RLL 4430 LESSON PLANS/STRATEGY

**Text Set**

**Team of three Members** = One member RLL 6210 – Two members RLL 4430

You will develop a presentation with paperwork to me before presentation (handouts optional for classmates). Text set should consist 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 8 different items, at least 2 of which are literature, 2 which are informational texts, and 2 of which involve technology. Your set must include variety in terms of genre and level of difficulty as well as four 50 Instructional Routines to Develop Content Literacy strategies (2 per lesson) that should be included in your lessons and You will provide an APA format 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 readability grade level of each item in the set. Indicate how this was determined. (You do a readability to identify this.)
- List of strengths and weaknesses of each item in the set

**Text Set Checklist, I**

_____Include an introduction specifying how you anticipate using the Text Set
_____Provide bibliographic information
_____Write an original synopsis for each book
_____Specify appropriate level(s) for its use and audience (age, ability levels). Sometimes this level is called “interest level.” You want materials written at a variety of reading levels, but the interest level should be targeted to the age and ability levels of your students. You wouldn't put a book written on second grade in a high school room IF the book
appealed to second graders rather than high school students.

_____Identify the Readability of the books or materials included
_____Develop Goals anticipated by using the text set:
     (Literature Circles, Battle of the Books etc.)
_____Provide modifications that may be necessary for diverse audiences:
_____Find technological sources or links that would be helpful with Text Set
_____Select one book that would be used as Read-Aloud and discussed how you would use it, as well as read a portion of that book
_____Distribute any applicable handouts you want to model with Text Set activities

Lesson Plan
For your text set you will develop a lesson plans based on the Text Set. Base the lesson on literary and informational material. Lesson must involve the integration of literacy wherever feasible and demonstrate applications of literacy strategies from this course as well as strategies from 50 Instructional Routines to Develop Content Literacy, which should be included in your lessons. The lesson plan will include the following information:

- **estimated time** for each component of the instructional activity
- **clear description** of instructional activity (include material/s used) and clarity and appropriateness of differentiation
- **rationale for instructional activity** (clearly state what you hope the students will learn from the activity in the content areas as well as in reading and writing) The rationale is NOT an Objective
- **evaluation** of instructional activity (how will you evaluate student learning from for each component?)

1. Goal/s
2. Objectives
3. Rationale / important points to meet individual needs (based on assessment data)
4. Common CORE Standards
5. Materials
6. Guided Practice
7. Independent Practice
8. Evaluation & Reflection

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.

(4.) RLL 6120 & RLL 4430 REFELCTIVE PAPER
When the journal entries are completed, 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. All of your journal entries must be attached to 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/d
- your strengths/weaknesses in reading
- any changes in your reading that have occurred during the semester

**Part II:** Implications for teaching
- 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 and directly related to the things you discussed in Part I.)
Rubrics
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

(5.) RLL 6120 & RLL 4430 EXAMS & TESTS
There will be one departmental exam at the end of the semester. It is expected that all students will take the exam on the scheduled exam date. 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. The exam will consist of objective, short answer and essay questions.

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.

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.
  o WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
  o WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
  o 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.

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.

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 principle of honesty is recognized as fundamental to a scholarly community. Students are expected to honor this principle and instructors are expected to take appropriate action when instances of academic dishonesty are discovered. An instructor, on discovering such an instance, may give a failing grade on the assignment or for the course. The instructor has the responsibility of notifying the student of the alleged violation and action being taken. Both the student and the instructor are entitled to academic due process in all such cases. Acts of dishonesty may lead to suspension or exclusion. Information on procedures is available in the Office of the Dean.

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website:
http://www.clas.wayne.edu/writing/

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.

EVALUATION AND GRADING
College of Education Grading Policy
“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 that there will be a distribution of grades from A-E within the College of Education.”

Please note that completion of work makes one eligible for a grade. It is the quality of the work that determines what that grade is. Completed work of very poor quality will result in a failing grade. Satisfactory completion will result in a grade of B. Grades of B+ and A are reserved for work that goes beyond “acceptable” or “satisfactory”, with A grades reserved for outstanding work.

All assignments are due on the date indicated. Assignments will be lowered by one full rubric rating for each class that they are late. That means that if your assignment would have earned a 4.0 rating, and it is one class late, it will earn a rating of 3.5.

<table>
<thead>
<tr>
<th>RLL 6120</th>
<th>RLL 4430</th>
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<tbody>
<tr>
<td>Metacognitive Journal</td>
<td>Metacognitive Journal</td>
</tr>
<tr>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>50 Instructional Routines to Develop Content Literacy Strategy</td>
<td></td>
</tr>
<tr>
<td>SHARE</td>
<td>15</td>
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<tr>
<td>Text Set</td>
<td>Text Set</td>
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<td>15</td>
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<tr>
<td>Reflective Journal</td>
<td>Reflective Journal</td>
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<td>15</td>
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<tr>
<td>Final Department Exam</td>
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<td>15</td>
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Maximum percentages are indicated above
<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS TIME</th>
<th>HOMEWORK ASSIGNMENTS for the following week</th>
</tr>
</thead>
</table>
| 1/14    | Introductions  
  *Course Overview Syllabus*  
  "Walk Thru /Book Tours"  
  Sign-up  
  *SHARE* | 1. *Bring* a Name Tent that reflects your personality.  
  2. *Bring* a small copy of your photo  
  3. *Download* and bring to class 100 Ways To Say Very Good  
  4. *Read* Chapters 1 & 2 Infotext  
  5. *Respond* in Metacognitive Journal  
  6. *THINK* about your SHARE Project |
| 1/21    | **Holiday** | |
| 1/28    | *Text Chapter/Journal Discussions*  
  *Building Literacy Background* | 1. *Think* about theme/s for Text Set/Lesson  
  Begin to compile materials and plan  
  2. *Read* Chapter 3 Infotext  
  3. *Read* Chapter 1-2 (TCE)  
  4. *Respond* in Metacognitive Journal |
| 2/4     | *Chapter/Journal Discussions*  
  SHARE Strategy Presentations | 1. *Read* Chapter 3 TCE  
  2. *Read* Chapter 5 Infotext  
  3. *Respond* in Metacognitive Journal |
| 2/11    | *Chapter/Journal Discussions*  
  SHARE Strategy Presentations  
  *Modeling of TEXT SETS* | 1. *Read* Chapter 4 TCE  
  2. *Read* Chapter 4 Infotext  
  3. *Respond* in Metacognitive Journal |
| 2/18    | *Chapter/Journal Discussions*  
  SHARE Strategy Presentations  
  *Text Set Prep Time* | 1. *Read* Chapter 5 (TCE)  
  2. *Read* Chapter 8 Infotext  
  3. *Respond* in Metacognitive Journal |
| 2/25    | *Chapter/Journal Discussions*  
  SHARE Strategy Presentations | 1. *Read* Chapter 6 Infotext  
  2. *Read* Chapter 6 TCE  
  3. *Respond* in Metacognitive Journal |
| 3/4     | *Chapter/Journal Discussions*  
  SHARE Strategy Presentations | 1. *Read* Chapter 7 Infotext  
  2. *Respond* in Metacognitive Journal |
| 3/11    | *Chapter/Journal Discussions*  
  *Text Set Prep Time* | |
| 3/11    | **SPRING Break** | 1. *Read* Chapter 7 TCE  
  2. *Respond* in Metacognitive Journal |
| 3/18    | *Chapter/Journal Discussions*  
  TEXT SET Presentations | *Literacy Review Questions* |
<table>
<thead>
<tr>
<th>Date</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/25</td>
<td>TEXT SET Presentations, Literacy Review</td>
</tr>
<tr>
<td>4/1</td>
<td>TEXT SET Presentations, Literacy Review</td>
</tr>
<tr>
<td>4/8</td>
<td>TEXT SET Presentations, Literacy Review</td>
</tr>
<tr>
<td>4/15</td>
<td>Journal Reflections DUE</td>
</tr>
<tr>
<td>4/22</td>
<td>Class Review / Discussion</td>
</tr>
</tbody>
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AZM
REVISED 1/15/13