COURSE SYLLABUS

DIVISION: Teacher Education
PROGRAM AREA: Secondary Education Reading Language and Literature
COURSE: Combine rll4431, rll6121 Reading In Content Area Secondary Subject Areas (6-12)
TERM/YEAR: Summer 2015
SECTION: 002
COURSE CREDIT: 3 credits
LOCATION: Room 120 Manoogian
TIME: 1:30-4:15 Tuesday and Thursday
INSTRUCTOR: Dr. Matthew W. Blount, Jr.
OFFICE HOURS: For appointments call 1-313- 835-8513, 313-715-0002 cell, E-mail: ak1391@wayne.edu

COURSE DESCRIPTION
Consideration of reading in relation to subject matter instruction including comprehension, study skills, diagnostic procedures and techniques for meeting individual needs.

COURSE OBJECTIVES
1. Understand the reading process and the implications for teaching reading in different content areas. (MS 2,4,5,6,8,10,25).
2. Understand the philosophy and rationale for content area reading instruction. (MS 3)
3. Understand the differences between expository and narrative texts and reading. (MS 6,22,23)
4. Identify potential impediments arising from the reading demands of subject matter material. (MS 12, 13, 15)
5. Understand and be able to use strategies to develop vocabulary, comprehension, and learning. (MS 9, 12,18,20,21,26,27,28)
6. Understand and be able to use a variety of forms of assessment in the content areas. (MS 8,29)
7. Understand and be able to plan instruction for a diverse population of students including special needs students and those from a variety of cultures. (MS 7,11,13)
8. Be able to plan instruction that includes the use of literature and integrates instruction across multiple content areas. (MS 16,17,24)

Required Texts.

Suggested Reading

COURSE ASSIGNMENTS
There are four major assignments for this class active class participation/topics of Education Discussion Group, Literacy Strategies (mid-term), the ***rll4431 Research Paper(final) rll6121 Unit/lesson plan (final).

Fish Bowl /(Discussion Board)
At the beginning of the class groups will be assigned a topic to brainstorm and discuss. It will focus on your reading from your homework assignments. Each group will discuss their given topic to share their summary/findings-conversations with the entire class. You are to choose a captain each period that will be in charge. A different person from the group will be in charge each period. This is 15 percent of your grade.

Literacy Strategies
50 Instructional Routines to Develop Content Literacy 5/7 Minute Presentation - Mid Term
- Each student will select a teaching strategy and present that strategy to the entire class (As if the class were middle or high school students).
- A published article on that strategy along with pertinent comments should be presented to the class at this presentation. Write a one page review of the article
- Mid Term is 25 percent of your final grade. Rubric to follow.
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 6ThEd. You are to give a brief review of your finding orally to the class in 5/7 minutes in relationship to your major of expertise. Research paper is 35 percent of final grade.

Unit/Lesson Plans Final

- You will develop a thematic unit plan for ten days of instruction (3 to 5 days in detail).
- Select a theme and develop a teaching bulletin board around your theme.
- This plan must cover reading instruction and other content areas. For example, Reading and art/Reading and math/Reading and music/Reading and science/Reading and social studies etc...
- Clearly state what students will learn from the unit plan and the activities.
- Include one day of pre-reading strategies/activities - two days that include during reading strategies/activities - two days of post reading strategies/activities. Evaluation and a rubric must be included. Plan must be computer generated with lesson plans in table format. See examples given. Strategies selected must build on text strengths and address any areas of text weaknesses.
- You must submit a copy of the materials from the presentation to me for grading purposes.
- Your group will present to the class your unit plan 15 minutes.
- Include strategies-activities for all learning styles and give examples how you will communicate with, parents what their child will be studying in the unit plan and how you will give them a progress report.
- Be creative.
- Include at least one trade book per area and at least one Internet source.
- Everyone in the group is expected to have an active part in the presentation/assignment.
- Power point is acceptable.
- You should select a subject area that you are either teaching or have plans to teach.
- Design an ideal Classroom for middle or high school children in 2014 and beyond where students are actively engaged in individual lessons/ small groups/ teacher groups/ or partners showing the most effective seating/ learning centers (reading-writing-math/etc.) label each area and give Instructional rationale for each.
- How is wall and board space being used explain and give rationale.

Bring a book containing a chapter that you would like to use to class on 7-16-15. You will provide a copy of your chapter for me by 7-16-15.

Unit Lesson Plan is 35 percent of final grade. Rubric to follow.

Topics of education Review

Each person will be responsible for an article (topic) the class will be divided into 3 to 6 person groups and each group will be responsible for a Topic of Education Review. You are to take the topic and find articles (2 minimum per person) to read related to the topic, present to the class and lead a 15 minute class presentation and discussion. Presentation dates are 7-21-15, 7-24-15, dates subject to change at the instructor’s wishes.

Article Review is 25 percent of final grade. Rubric to follow.
Topics in Education

Culturally Responsive Teaching
According to the research, teaching that ignores student norms of behavior and communication provokes student resistance, while teaching that is responsive prompts student involvement (Olneck 1995). There is growing evidence that strong, continual engagement among diverse students requires a holistic approach—that is, an approach where the how, what, and why of teaching are unified and meaningful (Ogbu 1995).

Why Kids Lose Interest in Reading as They Grow Up
Significant research shows that young people lose interest in reading as they continue through their educational years. What exactly happens to young people in their interest? Are there specific factors that contribute to young persons waning interest? What implications does this waning interest have on teenagers as they enter our classroom? How do we work with young people who are reluctant readers or have lost interest?

Technology in the Classroom: Effective Use of Apps and Tablets to increase student achievement
Technology, as we sometimes like to label the onslaught of tablets, devices, laptops and particularly, apps, computer programs designed to run on phones, tablets, and other devices, have gained attention over the past few years in classrooms. With so many apps available, which ones are effective, and backed by research that demonstrates increase of student achievement or reading comprehension? How do teachers implement the use of the apps in ways that effective, organized and measure impact?

English Language Learners and the Common Core Standards
In most states, and Michigan is certainly no exception, the influx of English Language Learners is increasing exponentially in classrooms and schools. The Common Core poses a set of its own challenges as teachers learn about the required shifts in practice necessary to support these new standards. How does the Common Core standards support instruction for English Language Learners (ELL)?

Presentations
It is expected that all students will make their presentations 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 presentation to be eligible for a make-up.

MENTORING
Each undergraduate student will be monitored by a Graduate level student in the class in a like or similar major or minor in each of the four major components of this course. This will be explained in detail the first night of class.

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 of a class period. Cell phones and beepers are to be turned off during class.

All formal papers are to be computer generated. 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 at the time the withdrawal is requested. WF will be awarded if the student is failing the course 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 pointed from the fifth week of class through the study day.
NEW COURSE ADD POLICY
Currently students may add classes during the first two weeks of the term. Beginning in FALL 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

NEW WITHDRAW POLICY
Beginning the FALL, 2011, the last day to withdraw classes will be moved forward to the end of the 14th week to the end of the 10th full week of classes. For the Fall Term 2011, this means the course withdrawal deadline will change from Tuesday December 13 to Saturday, November 12. The withdrawal deadline for courses longer or shorter than the full 15 week term will be adjusted proportionally.

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 week of class through the study day.

WITHDRAWAL POLICY
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 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-F within the College of Education and those plusses and minuses are recorded and distinguish distinct grade point averages."

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. All assignments will be lowered by one full rubric rating for each class that they are late.

Plagiarism: Plagiarism includes copying material (anymore 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. To enforce this policy, all outside references must be submitted with assignments.
**Attention 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 believe that the limitations imposed by your disability interfere with your ability to fulfill the requirements for this course, please talk to the instructor. Educational Accessibility Services is available to help as well. They are located in room 1600 Adamany Library (577-1851). The EAS Student Handbook, found online at the link below, includes departmental procedures and policies, in addition to the many forms that may be used to request the services and accommodations that you desire. http://www.eas.wayne.edu

**PLEASE NOTE SYLLABUS IS SUBJECT TO CHANGE AT INSTRUCTOR'S WILL**

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<thead>
<tr>
<th>Final Grading</th>
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<tbody>
<tr>
<td>100-95=A</td>
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<tr>
<td>94-90=A-</td>
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<tr>
<td>89-85=B+</td>
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<tr>
<td>84-80=B</td>
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<td>79-75=B-</td>
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<td>74-70=C</td>
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</tbody>
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**Class Schedule**

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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>What makes reading easy, or hard?</td>
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<td>7-2-15</td>
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<td>Session 2</td>
<td>LITERACY MATTERS</td>
<td>V 1</td>
<td>Group Discussion</td>
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<tr>
<td>7-7-15</td>
<td>Explain classroom diversity in 6 sentences.</td>
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<td>Be prepared to discuss: What is Schema Theory, Content Literacy</td>
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<td>List 3 factors that would make for achievement differences and how as a teacher you can address them and assist your students in overcoming them.</td>
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<td>Session 3</td>
<td>LEARNING WITH TRADE BOOKS AND LITERACY COACHING</td>
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<td>Group Discussion</td>
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<td>7-9-15</td>
<td>Discussion.</td>
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<td></td>
<td>Selection of 50 Instructional Routines...Literacy</td>
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<td>Presentations (Mid-term)</td>
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<td>Article Review Group</td>
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<td>Selection (4 to 5)</td>
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<td>V 11 and 12</td>
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<td>JIGSAW READING</td>
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<td>Session</td>
<td>Date</td>
<td>Topic</td>
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<td>4</td>
<td>7-14-15</td>
<td>LEARNING WITH NEW LITERACIES AND CULTURALLY RESPONSIVE TEACHING IN DIVERSE CLASSROOMS</td>
<td>V2 AND 3 FOCUS READING</td>
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<td>5</td>
<td>7-16-15</td>
<td>ASSESSING STUDENTS AND TEXT Final Group Selection</td>
<td>V 4 FOCUSED READING</td>
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<td>6</td>
<td>7-21-15</td>
<td>PLANNING INSTRUCTION FOR CONTENT LITERACY Topics of Education Presentation (2)</td>
<td>V5 FOCUSED RGD.</td>
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<tr>
<td>7</td>
<td>7-23-15</td>
<td>ACTIVATING PRIOR KNOWLEDGE AND INTEREST Mid-Term 50... Presentation</td>
<td>V6 PAIRED READING</td>
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<td>8</td>
<td>7-28-15</td>
<td>Mid Term Cont. 50... Presentation</td>
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<td>9</td>
<td>8-4-15</td>
<td>Independent Study Groups are to meet and make plans for Unit Lesson Plan Final Presentations.</td>
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<td>10</td>
<td>8-6-15</td>
<td>GUIDING READING COMPREHENSION Article Presentation (2)</td>
<td>V 7</td>
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<tr>
<td>11</td>
<td>8-11-15</td>
<td>DEVELOPING VOCABULARY AND CONCEPTS Presentation Guest Speaker (tentative) Presentation (1)</td>
<td>V8 JIGSAW READING</td>
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<tr>
<td>Session</td>
<td>Date</td>
<td>Topic</td>
<td>Presentations/Research Papers Due</td>
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<td>12</td>
<td>8-13-15</td>
<td>WRITING ACROSS THE CURRICULUM</td>
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