EL416 Teaching of Reading in Secondary School

Emporia State University
The Teachers College
SPRING, 2011

Instructor: Dr. Melissa Reed

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Office Hours: Immediately Before and After Class and by Appointment

Course schedule:

SECTION A: Class 9:00 am - 10:50 am    T    Visser Hall 242    Jan 18, 2011 - May 3, 2011

SECTION B: Class 4:00 pm - 5:50 pm    M    Visser Hall 243    Jan 24, 2010 – May 2, 2010

Required Course Text and Materials:


Both textbooks are available at the ESU Bookstore in a bundle for a discounted price. You must use this ISBN: 013254136X

Three-ring notebook (2-3 inches) and two 5-tab sets or computer CD or flashdrive

Course Description:

Secondary teachers must be knowledgeable about how to teach students to interact with textbooks and instructional materials in order to learn content. This course is designed to help teachers understand and develop instructional frameworks which will provide all students necessary support to be able to interact with print resources to gain meaning.

Purpose:

The course content, objectives, and student outcomes are designed to facilitate development of the well rounded professional as a critical thinker, creative planner, and effective practitioner, specifically in the area of content literacy instruction.
The Teachers College Conceptual Framework

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: especially, the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.
This course addresses the following Knowledge, Skills, and Dispositions outcomes:

**Course Objectives and Student Outcomes (EL 416)**

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<tr>
<th>KS Standards</th>
<th>IRA Standards</th>
<th>Statement</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>K-1, 2, 3, 4</td>
<td>2.2, 2.3</td>
<td>The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading. K-1, 2, 8, 9, 11, 13 S-3, 6, 15 D-1, 2, 3, 4</td>
<td>BDA Lesson Plans</td>
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<tr>
<td>P-1, 2, 3, 4, 5, 6</td>
<td>4.1, 4.2, 4.3</td>
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<td>Reader Responses</td>
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<tr>
<td>K-2, 3</td>
<td>5.2, 5.3, 5.4</td>
<td>The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. K-17 S-10, 16</td>
<td>Reader Responses</td>
</tr>
<tr>
<td>P-1, 2, 3, 4</td>
<td>1.1, 1.2, 1.3</td>
<td>The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading. K-4, 6, 7, 16 S-1, 2, 4, 5, 7, 13, 18 D-7, 8, 9, 10, 12</td>
<td>Reader Responses</td>
</tr>
<tr>
<td>P- 1, 2, 3, 4, 5</td>
<td>2.1</td>
<td></td>
<td>BDA Lesson Plans</td>
</tr>
<tr>
<td>K-1, 2, 3</td>
<td>3.1, 3.2, 3.3, 3.4</td>
<td>The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners. K-14 S-14</td>
<td>Reader Response</td>
</tr>
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<td>P-1, 2, 3, 4, 5, 6, 7</td>
<td>6.4</td>
<td></td>
<td>BDA Lesson Plans</td>
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<tr>
<td>K-1, 2, 3</td>
<td>5.1</td>
<td>The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively. K-10</td>
<td>Reader Response</td>
</tr>
<tr>
<td>P-1, 2, 3</td>
<td></td>
<td></td>
<td>In-class technology activity</td>
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<td>BDA Lesson Plans</td>
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<td>Resource Notebook</td>
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Academic Dishonesty Policy:
Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources). If academic dishonesty should occur in this course, the policy as stated in the ESU Policy Handbook will be applied.

Statement of Accommodations:
Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. The Office of Disability Services and Non-Traditional Student Programs is located in 211 SE Morse Hall, 620-341-6637 Voice, 620-341-6646 TTY, or via e-mail at disaber@emporia.edu.

Faculty Initiated Student Withdrawal:
If a student’s absences from class or disruptive behavior become detrimental to the student’s progress or that of the other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of the Vice President of Student Affairs to help insure contacting the student. The office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence.

Attendance Policy:
This course requires your attendance. Class will begin promptly at the beginning of the hour. A sign-in sheet will be passed around at the beginning of the class period. It is your responsibility to sign the role sheet. In order to get credit for attendance, you are expected to be in class on time and to be present for the entire class period. You will miss in-class participation points when you are absent (whether the absence is excused or unexcused). Please contact the instructor in advance about an absence. After two unexcused absences, any additional absences will result in the drop of a letter grade. Please note that more than two absences will result in a possible drop from the course, at the discretion of the instructor. This course must be completed successfully. If a student earns a D or F he/she must retake the course.

Some absences due to extenuating circumstances may be considered excused at the discretion of the instructor if the instructor has been notified and the student has provided the instructor with documentation at the time of the absence. For example: students who represent the university in some capacity (such as athletes), chronic illness or medical emergency, family emergency, funerals, court appointments. It is your responsibility to communicate with the instructor at the time of the absence.

Even if the absence is excused, the student is responsible for getting assignments that are due to the instructor. Students must realize that even excused absences in excessive amounts can result in their failure of the course. If absent, it is your responsibility to get assignments, oral announcements, notes, and handouts from another student or Blackboard. Professional participation is expected at all times. During class, all electronic devices must be turned off or used only for proper course purposes.
Course Evaluation:

Class participation 100-115 Points
(e.g., attendance/discussion groups/reader responses/activities)

CHOICE: Article Review -or- Administrator/Teacher Interview & Reflection 20 Points
Group Strategy Write-up Presentations (comprehension or vocabulary) 45 Points
Resource Notebook 85 Points
Two B-D-A Strategy Lesson Plans (50 pts each) 100 Points

Total Points: 365-380 Points

Grading:

90-100 % = A 80-90% = B 70-80% = C 60-70% = D Below 60% = F

Written assignments should be completed after the topic has been covered in class. All assignments should be word-processed according to the assigned format. The only exception will be the class participation/reader response strategies, which can be handwritten. Assignments will be collected at the beginning of the class period on the due date. Ten percent of each assignment’s points will be deducted (up to 50% of the point value) for each day that the assignment is late (including the day due). Class participation/reader response points are dependent upon you attending class, being prepared with your assigned response and ready to participate in your class/group/online discussion. Therefore, these points can not be made up and reader responses will not be accepted after the due date. Student’s who are not prepared or absent will receive zero participation points for that class period.

Overview of Assignments:

Class Participation and Reader Response:

Points will be awarded for class participation. Class participation includes actively participating in cooperative group activities, interacting with guest speakers, viewing in-class videos, and any other in-class activities. Class participation points can not be made up under any circumstances. You must be present in class to receive these points. Enthusiastic, professional participation and collaboration is expected during class. Points will not be awarded for unprofessional behavior.

Reader responses for each weekly topic will be used during class or online discussion groups. They require you to have read the materials very closely and carefully! Students are required to attend class with the assigned reader response completed. Reader responses are posted on Blackboard. You can hand-write or type your responses. Points will be awarded for thoughtful, reflective responses to the questions. It should be evident that you have read the materials. Students are expected to use the responses to actively engage in a professional conversation regarding the assigned topic with a small group or during a whole class discussion. Each reader response is worth 6 class participation points (3 for reflective responses to the questions on the reader response and 3 for participating in the reader response class discussion. If you are absent from class, you will lose the 3 class discussion points regardless of the reason for the absence.
Strategy Teach Write-up:
Students will be assigned to a small group and required to prepare and present a comprehension or vocabulary strategies to the class. Procedures will be discussed in class and a template will be provided on Blackboard. An example of the Strategy Teach project will be posted on Blackboard for you to use as a reference. A copy of the grading rubric is also available on Blackboard. All strategies will be placed on Blackboard so all class members can access for resource notebook.

CHOOSE ONE OF THE FOLLOWING:
Administrator or Teacher Interview and Reflection:
For this assignment you will interview a middle or high school administrator or content teacher about secondary reading. The person you interview may not be a relative. The format for the interview will be provided and discussed in class. A typed copy of the questions with your handwritten responses along with a one-two page reflection of your learning and how it applies to you as a secondary teacher will be submitted to the instructor.

Article Review:
Choose one article from the *Journal of Adolescent and Adult Literacy* on a topic related to middle or high school reading that you find interesting. Use the 4-3-2-1 Strategy to complete the review. A copy of the article should be attached to the review. An explanation and example of the 4-3-2-1 Strategy will be presented in class. Expectations for the assignment, as well as a grading rubric will be provided on Blackboard.

B-D-A Strategy Lesson Plan Write-up:
Students will be required to prepare and present two BDA strategy lessons to a small group in class. Procedures will be discussed in class and a template will be provided on Blackboard. An example of the lesson plan will be posted on Blackboard for you to use as a reference. A copy of the grading rubric is also available on Blackboard.

Resource Notebook:
You will be required to develop a course resource notebook. Notebook requirements will be handed out in class. You will need to purchase a three-ring notebook (2-3 inches) and two 5-tab sets. There is also an option for completing an electronic notebook. If you choose to complete your resource notebook electronically, you will need to create a CD or use a flashdrive to submit your work to the instructor. You will want to start this right away and keep it up throughout the course so this is not a big job at the end of the semester.