

Mayville State University
Reading in the Content Area ENGL 426/EDUC 426
2 Semester Hours
Fall 2018

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Office Hours: Listed on office door, subject to change daily, Also by appointment.
Instructional Mode: Face to Face
Class Meetings: On Campus M/W
Class Time: 9:00-9:50 A.M.
Time Zone: All times indicated throughout this syllabus reflect Central Time (CT)
Classroom: Education Building Room 112

COURSE DESCRIPTION:

Cross-listed with ENGL 426. The course includes an overview on development and implementation of research based instructional strategies to teach reading and support comprehension of text in all K-12 content classrooms.

Studies focus on basic principles of developmental reading theory and practice while targeting diverse learners and learning styles. Students will be introduced to and implement various tools to assist with analysis of both readability and level of content area text. Participation in teaching demonstrations will support the student's use of these strategies.

Students will complete an arranged literacy-based teaching field experience in the Fall session that will allow for the practice of teaching a lesson that implements the strategies taught in this course.

This course is required for all secondary education majors. The course is required to apply for the North Dakota Reading Credential. Pre-req. Admission to Teacher Education and Junior Standing.

PURPOSE OF THE COURSE:

EDUC/ENGL 426 will provide the teacher candidate or teacher to gain knowledge in using tools, practices, and strategies to meet the needs of all learners in classroom content areas. This course emphasizes reflective teaching practices along with explicit instruction and the commitment to varying teaching methods and assessments in order to differentiate lessons to meet the needs of learners within the content areas.

Conceptual Framework: Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See Blackboard document 'Teacher Ed Conceptual Framework'.

COURSE GOALS AND OBJECTIVES

To successfully complete this course, the candidate will:

1. Apply information on essential concepts about reading and how it relates to learning in the content areas.
2. Analyze and evaluate the readability level of a content text (Fry, Smog).
3. Analyze and evaluate the factors of a content textbook using Bader's Textbook Analysis checklist.
4. Apply specific reading skills and reading strategies for reading and studying the subject matter of content area courses.
5. Demonstrate instructional strategies, techniques, and methods designed to promote a better understanding of content subject matter.
6. Apply instructional strategies to support and meet diverse learning needs.
7. Discover ways to incorporate technology into various content areas

Interstate New Teacher Assessment and Support Consortium Standards (InTASC)	
1	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
3	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making..
7	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context..
8	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Diversity Objectives:

7(k) outlines a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

8(a) use appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

0(h) Asks questions and probes responses of all students of different abilities.

Program Student Learning Outcomes Addressed in This Course:

The Academic Program Student Learning Outcomes document can be found in your Blackboard course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index so you can quickly find the degree you are pursuing.

Course Improvements Based on Most Recent Assessment Findings: There will be added emphasis on writing lesson plans and modeling and practicing instructional strategies through classroom activities.

COURSE MATERIALS:

Required Texts:

Harvey, S. and Goudvis, A. (2007). *Strategies that work: teaching comprehension for Understanding and engagement* (3rd Ed.). Portland, M: Stenhouse Publishers.

We will also utilize online content, articles, and content area texts in math, science, English, social Studies, PE/Health from elementary to high school. These assignments with associated material will be noted within the Blackboard shell.

Students will also be required to choose a content area text to bring to class for each class meeting.

LEARNING EXPERIENCES:

1. Candidates will be assigned topics which focus on reading, writing, and thinking skills common to content area courses will throughout the semester for reflective research purposes.
2. Textbooks in science, social studies, English and mathematics will be evaluated for the purpose of estimating the readability level through the application of readability formulas.
3. Textbook in content areas will be analyzed and evaluated using Bader's Textbook Analysis Checklist.
4. Vocabulary Inventories to Preview Chapters as a comprehension support strategy.
5. Evaluation of current textbooks and supplementary materials in science, social studies, mathematics and English will be conducted for the purpose of selecting appropriate materials to meet the needs of varying levels of ability in a classroom.
6. Discussions of topics will be generated in class.
7. Vocabulary, writing, and chapter preview activities.
8. Teacher self-assessments and reflection.
9. Generating a list of literature books/research articles that connect with content areas.
10. Research and evaluation of technology tools and websites for diverse learners
11. Demonstrate a high degree of excellence in communication skills in written and oral tasks.

CONTENT OF THE COURSE OUTLINE:

NOTE: There will be a field experience in either West Fargo or Drayton for this course. It

has yet to be determined when this will be scheduled, but more than likely it will not be before mid-November.

Week 1 Content Teachers and Content Literacy

Week 2 Content Teachers, Interventionists, Special Education Teacher Roles Overview

Week 3 Preparation for Learning

- Choose and bring a content area book from individual majors to class next Monday.

Week 4 Evaluating Content, Text, and Readability

Week 5 Effective Explicit Instruction

Week 6 Teaching Vocabulary

Week 7 Comprehension Strategies in Content Area Teaching and Learning

- Introduction and assignment description for Pelican Rapids field experience (Oct. ??).

Week 8 Lesson Preparation and Field Experience

- Pelican Rapids (Field Experience and Lesson (Date TBA); **(25 point Reflection Assignment)**)
- NOTE: Content Texts will be needed from next week until the end of the semester. Students are asked to choose a text from their area of expertise they feel would be a valuable tool for teaching their chosen content.

Week 9 Comprehension Strategy: Monitoring Understanding

Week 10 Comprehension Strategy: Making Connections

Week 11 Comprehension Strategy: Creating Images and Inferencing

Week 12 Comprehension Strategy: Asking Questions and West Fargo or Drayton Field Experience Preparation (NOTE: These dates are **tentative** and may have to be switched out with a different week.)

Field Experience Lesson Prep Monday and Wednesday (Early Nov.) Feedback given during class. (Tentative)

Week 13 West Fargo or Drayton Field Preparation and Experience (NOTE: These dates are **tentative** and may have to be switched out with a different week.)

- Final Prep and Practice on Monday
- Experience on Wednesday

Week 14 Comprehension Strategy: Determining Importance in Nonfiction Text; Summarizing and Synthesizing

- Introduction/Description for Final Project

Week 15 Nontraditional Literacy

Week 16 Reading for Understanding Across the Curriculum

- Final Whole Group Cross Curricular Project. **(75 points)**

Week 17 Last Week of the Semester

- Final Project Presentation

INSTRUCTIONAL TECHNOLOGIES UTILIZED IN THIS COURSE:

Blackboard	Videos
Active Inspire-flip charts	Internet Research
PowerPoint/Publisher/Word	Promethean Board
Hoonuit (formerly Atomic Learning)	

INSTRUCTIONAL STRATEGIES UTILIZED IN THIS COURSE:

Reflective research practices	Direct Instruction	Written and Oral Communication
Questioning	Experiential Instruction	Teaching Demonstrations
Cooperative learning strategies	Group Discussion	Modeling/Demonstrations
Reflective Journaling	Interactive Instruction	Research

In addition:

Pelican Rapids Field Experience- Tentative Early October

Liability insurance is required prior to this experience.

Field Experience-Tentative Date November TBA

Candidates will have the opportunity teach a content area lesson in a high school classroom in West Fargo or Drayton, ND. Candidates will develop a lesson plan based on content area and must include support for reading before, during, and after the lesson.

EXPECTATIONS/PROTOCOLS: Students are to fulfill all requirements of the course and field experiences. Students are required to attend and participate in all scheduled classes. If a class is missed for any reason, students will be required to make up covered content and activities.

Student submissions including research should be written in APA formatting including references and citations where applicable. The writing process should be utilized and all writing editing for final submission. Grammar and writing conventions will be used as part of grades for all writing submissions. Papers should be submitted to Moodle in either Word or PDF. No e-mail submissions will be accepted as per Mayville State University policy.

Laptops, tablets, iPads, iPods and other devices should NOT be used during class unless they are used for class work. In addition, cell phones should be turned off or to vibrate and should not be a distraction during class.

Weekly course preparation and work with assignments require researching and reading current articles on reading instruction and assessment. Articles referenced for the course may be part of assigned readings and referenced for discussions. Articles students will be required to read for class will be listed on Moodle.

REFERENCE WEBSITES FOR USE IN WRITING ASSIGNMENTS:

www.apa.org

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.nwlink.com/~donclark/hrd/bloom.html#revised>

<http://www.learnnc.org/lp/editions/readassess/2.0>

INSTRUCTOR/STUDENT COMMUNICATION:

Email will be the preferred mode of communication-allow at least 24 hours for a response. Email will be checked daily M-F during office hours. Emails received on weekends will be responded to on Monday. Students are accountable for all academic communications sent to their Mayville State University e-mail address.

Due to my role as Education and Innovation Center Coordinator, I will not be able to hold regular office hours, if it is urgent, I can be reached by my cell phone (701) 367-3840. (Yes, I do text. If you send a text, please identify yourself and the class.)

METHOD OF EVALUATION/ GRADING:

Evaluation will be an ongoing and continuous procedure. Candidate participation is expected. Criterion based rubrics are provided for all graded assignments other than the final exam. The final course grade is calculated using a total points grading system.

*Assignments are to be submitted **on Blackboard** by the due date and time if a submission time is indicated. Due dates/times are measures of teacher candidate's performance for InTASC Standards 9 and 10: responsibilities to professional learning and teacher dispositions.

***ALL ASSIGNMENTS** including daily in-class, online, all graded assignments, and any missed class summaries must be completed and submitted to Blackboard to earn a grade of "D" or above. For all graded assignments, teaching demonstrations, weekly assignments, and exams, **please refer to both the detailed assignment descriptions and the assignment grading rubric** to support work towards course competencies when completing any assignment. All assignments are measures of teacher candidate competencies of SLO's for the course.

NOTE: Assignments will not be accepted via email to the instructor. Upon course completion date, it is the student's responsibility to check on Blackboard that all course assignments/requirements are completed. Due dates listed for the teaching demonstrations are tentative to allow flexibility in the course for student inquiry and interests. Any changes that might occur in the due dates noted in the course outline will be discussed in class and placed on Blackboard for student reference. It is the students' responsibility to check due dates listed below and on Blackboard.

Breakdown of Grades:

Activity	No. of Occurances	Points Possible
Weekly Assignments	10	100
Demonstrations	2	45
Pelican Rapids Field Experience Reflection Paper	1	25
West Fargo (or Drayton) Field Experience: Lesson Plan, Teaching, and Reflection	1	50
Textbook Evaluation	1	40
Final Project	1	75

100-94 = A (335-314 points)
93-87 = B (313-290 points)
86 -80 = C (289-268 points)
79 -72 = D (267-240 points)
71-0 = F (239-0 points)

NOTE: All assignments need to be submitted in a Word Document or PDF Format.

Late Arrivals:

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Important Student Information:

In the Blackboard course, you will find a document entitled, "Important Student Information," which includes information about:

- Academic Grievance Concerns and Instructor English Proficiency
- Starfish-Student Success System
- Students with Documented Disabilities
- Academic Honesty
- Emergency Notification
- Continuity of Academic Instruction for a Pandemic or Emergency
- Family Educational Rights and Privacy Act of 1974 (FERPA)
- Diversity Statement

This class will participate in Starfish Early Alert and Connect, which promotes student success through coordination and communication among students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (attendance concerns, low test scores or participation, in danger of failing, etc.), I may send an email to your mayvillestate.edu email account through the Starfish system. My message will tell you about my concerns and the next steps to take to resolve the issue. Your advisor, the Director of Student Success, and/or I will work with you to create success strategies to address any difficulties you are having. In addition, if I observe that you are doing well in my course, you may also receive “kudos” from me acknowledging your efforts.

- Starfish may involve taking advantage of various campus support services, such as academic tutoring or advising. If I recommend that you use campus support services, I, your advisor, or the Director of Student Success will redirect you to that support office so they will be better prepared to assist you. Starfish provides essential notices by email, so please check your mayvillestate.edu account frequently and respond quickly if you receive an email from Starfish.
- Please see the Starfish webpage for additional details:
<https://mayvillestate.edu/academics/starfish/>.

BIBLIOGRAPHY:

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Fisher, D., & Frey, N. (2012). *Improving adolescent literacy: content area strategies at work* (3rd Ed.). Boston, MA: Pearson.

Harvey, S. and Goudvis, A. (2007). *Strategies that work: teaching comprehension for Understanding and engagement* (2nd Ed.). Portland, ME: Stenhouse Publishers.

Hollas, B. (2005). *Differentiating Instruction in a Whole-Group Setting*. Peterborough, NH: Cristal Springs Books.

Marzano, R. J., Carleton, L. (2010). *Vocabulary games for the classroom*. Bloomington, IN: Marzano Research.

Raphael, T.E., Highfield, K., and Au, K.H. (2006). *QAR now: question answer relationships*. New York, NY: Scholastic.

Vaughn, S. and Linan-Thompson, S. (2004). *Research-based methods of reading instruction*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).