

**MALONE COLLEGE
EDUCATION DEPARTMENT
COURSE SYLLABUS**

Summer Session I, 2008

**Course Prefix and Number: EDUC 542
Course Title: Reading in the Content Area
Credit Hours: 3
Meeting days and times:
Monday and Wednesday
6:00-10:00PM**

**Course Instructor: M. M. Luchitz
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Course Description:

Strategies and competencies for teaching reading and writing across the curriculum will be explored. While an emphasis will be placed on intermediate and secondary grade levels, this course will also be concerned with content area instruction at the elementary level.

Prerequisites: None

Course Text:

Vacca, R. & Vacca, J. (2008). *Content Area Reading* (9th. Ed.). Boston: Pearson Education.

Recommended Readings:

Harvey, S. (1998). *Nonfiction Matters; Reading, Writing, and Research in Grades 3-8*. Portland, ME: Stenhouse Publishers.

Daniels, H. & Zemelman, S. (2004). *Subjects Matter: Every Teacher's Guide to Content-Area Reading*. Portsmouth, NH: Heineman.

Tovani, C. (2004). *Do I Really Have to Teach Reading? Content Comprehension, Grades 6-12*. Portland, MA: Stenhouse Publishers.

Course Objectives:

Knowledge: The graduate student will:

1. Explore the facets of secondary and/or elementary reading programs.
2. Recognize how reading can become a workable and sensible part of content area learning.
3. Examine instructional strategies and practices to develop vocabulary skills in various content areas.
4. Examine instructional strategies and practices to develop reading comprehension skills in the various content areas.
5. Examine instructional strategies and practices to develop reading/study skills in the various content areas.
6. Recognize that instructional assessment is a continuous process that makes use of multiple methods of gathering relevant data for instructional purposes.
7. Identify available resources to meet the literacy needs of students.
8. Compare classroom environments that revolve around strategic learning and explicit instruction in the use of strategies to accommodate learner needs and style especially those of struggling readers.

Skills: The student will:

1. Develop and use various assessment strategies.
2. Develop and/or adapt materials and activities for vocabulary development.
3. Develop and/or adapt materials and activities for comprehension development.
4. Apply reading/study skills to the various content areas.
5. Organize and implement instruction according to identified student needs.
6. Expand their repertoire of teaching nonfiction reading strategies by reading about and actually creating of variety of sample projects.
7. Engage in active nonfiction inquiry enabling them to provide similar experiences to their students.
8. Further their philosophy of teaching and learning to help them make well-informed curricular choices and instructional decisions.
9. Be exposed to and create multiple genres of writing.
10. Participate in literature circle discussions and activities that address nonfiction reading/writing strategies.
11. Become well-acquainted with historical fiction, nonfiction trade books and other subgenres of nonfiction.

Attitudes and Values: The student will:

1. Appreciate the complexity of the reading process.
2. Realize that all teachers are teachers of reading in relation to their content area.
3. Appreciate the importance of reading as a desirable, life-long process.

4. Realize the importance of empowering each student to achieve his/her maximum potential in literacy skills.
5. Perceive the value of assisting content area teachers in using reading strategies effectively.

Methodology: Lecture, discussion, small group exercises, library work, and interactive computer activities will all be used to meeting the objectives of the course.

Course Policies:

1. Student attendance and participation are required.

Graduate Attendance Policy

Students are expected to be punctual and 100% in attendance. In the event of an emergency or illness or other significant conflict, students are responsible for notifying the professor and for fulfilling all class requirement according to the professor's directions. Absence from one class may be excused provided only that the student: 1) Expresses in writing to the professor (copy to the Director of Graduate Education) and acceptable reason for the absence; 2) Receives permission from the professor; and 3) Agrees to do all make-up work required by the professor. Absence of two or more classes in a course, if unexcused, will result in a failing grade.

2. Students will be required to come to class prepared to discuss all assigned material. See required texts on first page. It is recommended that students bring a 3 ring notebook to organize notes and various handouts that will be provided.
3. Tentatively, two formative assessments (short quizzes/tests) will be administered, with a final exam given during the last session. Other in-class and out-of-class written assignments will be given to support and extend student learning. Percentage of points earned from the total possible number of points, for all quizzes, will equal the "formative evaluation" (quiz) grade.
4. Teach a nonfiction reading strategy to a class. For this project you will choose 3 reading strategies to use with the texts sets you will develop for use in a classroom. You will teach the lesson and submit a 2 page reflection along with samples of student work for each. Brief descriptions and sharing about your activity will be done during class time.
5. Develop a text set on a single theme or topic. Select books that represent: 1) a variety of perspectives; 2) texts that capture many writing styles; 3) represent a variety of genres; 4) contain a variety of reading levels; and 5) match the instruction needs of the intended audience. Create and annotated bibliography of related trade books (text set). You will choose a nonfiction theme either of

personal or of professional interest. The text set will contain at least 25 books and at least 10 items from other genre (websites, magazines, art, music, etc.) that relate and support the central theme.

6. Design a multidisciplinary curriculum unit on a topic of your choice, but subject to your professor's approval. Include the most important Ohio Department of Education (ODE) indicators across disciplines and at least 10 items from the text set (Item 5).
7. Read other pertinent articles for discussion. From time to time, professional articles will be distributed in class. You will be expected to read the article and be prepared to join in a class discussion about the topic.
8. All assignments designed to meet the course objectives for EDUC 542 are required. Although work will be penalized if it is handed in late, all assigned work students are directed to turn in must be submitted in order to earn a passing grade for the course.

Grading Scale (Percentage of Points that Equal a Given Grade)

97 – 100 = A+	79 – 77 = C+	59 or below = F
96 - 93 = A	76 – 73 = C	
92 - 90 = A-	72 – 70 = C-	
89 - 87 = B+	69 – 67 = D+	
86 - 83 = B	66 – 63 = D	
82 - 80 = B-	62 – 60 = D-	

Tentative Evaluation Distribution % of Final Grade

Formative Evaluation (quizzes)	20%
Summative Evaluation (Final Exam)	20%
Text Set	20%
Multidisciplinary Unit	25%
Short Assignments and Participation	15%

According to the grading policy of Malone Graduate School, a C is the lowest grade that can be earned before failing the course.

**Schedule of Session Topics, Activities and Assignments
Summer Session I, 2008**

May 5, 2008	Course Introduction and Expectations Understanding Content Literacy Role of Content Area Reading Learning with Text	V/V Ch.1, 2
May 7, 2008	Scaffolding Instruction Strategic Reading Struggling Readers Text Sets	V/V Ch. 2, 3
May 12, 2008	Culturally Responsive Instruction Culturally and Linguistically Diverse Learners Vocabulary and comprehension strategies Assessment Assessing Text Difficulty	V/V Ch. 3, 4
May 14, 2008	Developing Vocabulary Knowledge and Concepts Extending Vocabulary Knowledge and Concepts Activating Prior Knowledge	V/V Ch. 5, 6
May 19, 2008	Instructional Strategies Discussion Based Learning Collaborative Interactions: Literature Circles Exploratory Writing and Journal Writing Writing Process	V/V Ch. 7, 8,10
May 21, 2008	Using Text Structure Graphic Organizers Summaries, Note Taking Study Strategies and Guides Designing and Planning Text Lessons & Units of Study	V/V Ch. 9,10
May 26, 2008	No class, Memorial Day	
May 28, 2008	Learning with Trade Books & Electronic Texts Response to Literature Strategies for Online Learning	V/V Ch. 11,12
June 2, 2008	Final exam	