

## UED 505-01 - Reading in the Content Areas

### Norfolk State University SCHOOL OF EDUCATION

Spring 2006

*"Preparing Competent, Compassionate, Cooperative and Committed Leaders."*

PROFESSOR:

TELEPHONE:

EMAIL:

CREDIT HOURS:           3 Credit Hours

TIME:

OFFICE

OFFICE HOURS:           Monday Online 6pm-8pm; Tuesday Office 2pm-3pm;  
Wednesday Office 11am-12pm & 7pm-8pm; Thursday  
Office 12pm-1pm; Friday Online 11am-1pm

REQUIRED TEXT:       Richardson, J. S. & Morgan, R. F. (2003). Reading to learn  
in the content areas. Belmont, California: Thomson.

#### **Course Description:**

Comprehensive study of how to strategically use reading as a tool for learning in the content areas by incorporating a balanced approach, a realistic and practical usage of reading and methodological issues, theory, research, and historical perspective.

#### **Course Objectives & Learning Outcomes:**

1. To ensure that in-service and pre-service teachers have sound theoretical base on literacy learning in the content areas
2. To help in-service and pre-service teachers maintain a theory-to practice balance in teaching reading in the content areas.
3. To provide in-service and pre-service teachers opportunities to teach strategically in the content area, by following outstanding instructional frameworks that demonstrate how reading can be used as a tool for learning.

4. To familiarize in-service and pre-service teachers to the use of multiple resources for teaching reading in the content areas, including technological resources, thematic units, trade books and literature.
5. To assist in-service and pre-service teachers to appropriately utilize reading and writing activities and study techniques for diverse learners, including learning disabled, struggling readers, secondary language learners and marginal or poor readers.
6. To assist in-service and pre-service teachers develop to awareness of the current state and national assessment practices.
7. To encourage in-service and pre-service teachers to consider the affective domain of teaching of reading in the content areas and be well equipped to offer authentic assessment of individual students' literacy needs.

**Performance Objectives:**

1. In-service and pre-service teachers should be able apply the relevant theories in the offering of instruction in the content areas
2. In-service and pre-service teachers should be able to implement the PAR instructional framework that facilitates learning among diverse student population.
3. In-service and pre-service teachers should be able to strategically use multiple resources, including technology, trade books and literature to enhance instructional practices in the teaching or reading in the content areas.
4. In-service and pre-service teachers should able to align instruction to the State Standards of Learning (SOL).

**Topical/Course Outline:**

**Week 1: Introduction / Orientation**

**Week 2: Holiday**

**Week 3 Content Overview**

**Week 4 Content Teachers and Content Literacy – Chapter 1**

**Week 5 Writing in the Content Area – Chapter 10**

**Week 6 Study Skills / Teaching Vocabulary – Chapters 8 & 9**

- Week 7 EXAM (Chapters 1, 8, 9, 10)**
- Week 8 Evaluation & Assessment for Content Teachers / Technology – Chpt(s) 3 & 4**
- Week 9 Comprehension and Reflection / Affective Domain – Chpt(s) 7 & 12**
- Week 10 EXAM (Chapters 3, 4, 7, 12)**
- Week 11 Beyond Traditional Textbook / Preparing Learners – Chpt(s) 5 & 6**
- Week 12 Diverse Learners / Cooperative Learning – Chapters 2 & 11**
- Week 13 Lesson Plan Presentations**
- Week 14 Lesson Plan Presentations**
- Week 15 Student Presentations / Projects**
- Week 16 Student Presentations / Projects**
- Week 17 FINAL EXAM**

**Course Requirements**

Students are required to:

1. Attend all scheduled classes. If a class session is missed, the student is responsible to obtain all lecture notes, handouts, and class-related activities from his/her classmates. Students are expected to carry themselves in a professional manner and adhere to the University’s class attendance policies that are contained in the NSU Catalog and NSU Student Handbook.
2. Actively participate in class discussion and intra-group activities.
3. Read assigned chapters from the course text, professional journals, and supplementary text.
4. Complete library assignments as designed by the instructor.
5. Demonstrate acceptable performance on class examinations.
6. Have supplies which include a spiral and composition notebook and three ring binder
7. **Honesty, honor code, and violations of integrity such as plagiarism** – see NSU Student Handbook

**Evaluation:**

Articles = 25%

Autobiography	= 10%
Project/Lessons	= 20%
Notebook	= 10%
Class Assignments	= 15%
Quizzes/Tests	= 20%

### **Grading Policy**

The completion of the following assignments will determine individual student's grade.

- \*1. Write your literacy autobiography. How did you learn to read and write? Describe how you remember about learning literacy strategies (1-2 pages).
- \*2. Submit at least a one-page summary of, and response to an article from a Reading Journal or other sources related to reading in the content areas (**10** Journal Articles).

Do the following activities. Be prepared to make presentations. More information in class.

- 3. Interview an experienced (k-12) teacher in your content area to determine what steps are taken in the classroom to meet the demands of her students who read at various levels of ability.
- 4. Interview a low- achieving and a high-achieving student about their literacy activities in and out of school? What does each of the students read and write in school? How would these students access the importance of literacy to their learning in school?
- 5. Compose (**2**) detailed lesson plans on a topic/SOL in your content area using the PAR framework and an acceptable Lesson Plan Format. Be prepared to teach the (**1**) lesson in class. The use of technology and other audiovisual aids is a plus.

### **Grading System:**

Grade Point	Letter Grade	% Range	Criteria
4.00	A	100-98	Superior performance on all course activities and examinations according to rubrics and tests scores. Superior demonstration of knowledge, skills and dispositions. Superior oral and written communication skills. Exemplary performance in participation, initiative and creativity.
3.70	A-	97-95	Outstanding performance on all course activities and examinations according to rubrics and tests scores. Outstanding demonstration of knowledge, skills and dispositions. Outstanding oral and written communication skills. Outstanding performance in participation, initiative and creativity.
3.30	B+	94-88	Good performance on all course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communications skills. Good performance in participation, initiative and creativity.
3.00	B	87-80	Good performance on most course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Good performance in participation, initiative and creativity.
2.70	B-	79 and Below	Failed performance on course activities and examinations according to rubrics and tests scores. Failed demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. Below average performance in participation, initiative and creativity. <i>Requires repeating the course.</i>

\*\*Letter grades are assigned to indicate the academic achievement of the candidates. Grades are determined by the instructor based on the following:

#### **AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability, contact Supporting Students through Disability Services (SSDS) for information regarding programs and services to enhance student success.

**Location:** 2<sup>nd</sup> Floor/Lyman B. Brooks Library, Room 240

**Contact Person:** Marian E. Shepherd, Disability Services Coordinator

**Telephone:** 757-823-2014

#### **Necessary Technology Competencies:**

To successfully complete this course, it is necessary that students have access to the Internet and that they know how to receive and send emails. As we move through this decade, the instructor believes that technology will play a critical role in independent daily research. *If you need any help or have any concerns about these required skills, please see the instructor the first day of class.*

#### **NSU email policy**

Norfolk State University shall consider e-mail the primary mechanism for official communication with NSU students unless otherwise prohibited by law. The University reserves the right to send official communications to students by e-mail to their University-supplied e-mail addresses. The University fully expects that these students will receive and read their e-mails in a timely fashion.

Official University e-mail accounts are available for all registered students, faculty, and staff. **All passwords for accessing university information systems must be kept confidential and used according to acceptable policies.**

### **UNIVERSITY ASSESSMENT STATEMENT**

As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated otherwise by the instructor, results from University assessment activities will not be computed in student grades.

### **References**

- Alvarez, M. (1998). Developing critical and imaginative thinking within electronic Literacy. *NASSP Bulletin*, 82,41-47.
- Dole, J.A.(2004). The changing role of the reading specialist in school reform. *The Reading Teacher*, 57(5), 462-471
- Hillocks, G., Jr. (2002). *The testing trap: How state writing assessments control learning.* New York: Teachers College Press.
- Karchmer, R. (2001). The journey ahead: Thirteen teachers report how the Internet influences literacy and literacy instruction in their K-12 classrooms. *Reading Research Quarterly*, 6(4), 42-466.
- Richardson, J. S. (1994). Great read-alouds for prospective teachers and secondary Students. *Journal of reading*, 38,98-103.
- Taylor, B.M., Pressley, M., & Pearson, P.D.(2002). Research supported characteristics of teachers and schools that promote reading achievement. In B.M. Taylor & P.D. Pearson (Eds.), *Teaching reading* (pp.361-374). Mahwah, NJ: Erlbaum.
- Wilson, M.(1988) How can we teach reading in the content areas? In c. Weaver (Ed.), *Reading process and practice: From sociopsycholinguistics to whole language.* Portsmouth, NH: Heinemann.