

UND TL 409: Reading in Content Areas: 3 Credits

College of Education and Human Development
Department of Teaching and Learning
Spring, 2007 W 5-7:30 PM
Room 7 Education Building

Instructor Information

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Departmental Framework:

This course is aligned with the conceptual framework defined by the Department of Teaching and Learning; the Interstate New Teacher Assessment and Support Consortium Standards (INTASC) which have been adopted for the undergraduate programs in the Department of Teaching and Learning; and the National Board for Professional Teaching Standards (NBPTS) which have been adopted for the graduate programs in the Department of Teaching and Learning. (Note: Not every dimension of the conceptual framework or every NBPTS principle is covered in any single course.)

Conceptual Framework: (www.und.nodak.edu/dept/ehd/ncate/conframework.html)

The teacher education programs at the University of North Dakota are grounded on constructivist principles. Throughout our programs, we support the development of teachers who are learners, active agents of learning and articulate visionaries.

Interstate New Teacher Assessment and Support Consortium Standards:

www.ccsso.org/intascst.html#draft

This course is designed to meet the following goals:

- To understand the nature of Content Area Literacy (INTASC 1)
- To be able to assess learners and materials so that an appropriate match can be provided (INTASC 1/3/8)
- To explore and be able to utilize a variety of instructional strategies to promote content area learning (INTASC 4/7).
- To further develop your ability to share your knowledge with the professional community (INTASC 6)

Course Description

This course addresses issues of using text, expository and narrative, within the content areas (i.e., science, social studies). Writing and integration within and across the curriculum of the elementary classroom are investigated

Required Course Materials

- Moore, D. , Moore, S., Cunningham, P. & Cunningham, J. (2007). *Developing Readers and Writers in the Content Areas K-12*. NY: Allyn & Bacon.
- LiveText
- Text of choice for Cyber Book Club from among the following:
 - Tovani, C. (2004). *Do I really have to teach reading?* Portland, ME: Stenhouse.

- Tovani, C. (2000). *I read it, but I don't get it*. Portland, Me: Stenhouse.
- Mueller, P. (2001). *Lifers*. Portsmouth, NH: Heinemann.
- Burke, J. (2001). *Illuminating texts: How to teach students to read the world*. Portsmouth, NH: Heinemann
- Wilhelm, J. (2001). *Strategic reading: Guiding students to lifelong literacy*. Portsmouth, NH: Heinemann.

Assessment of Candidate Learning

Expectations & Specific Assignments (see attached overview for further details):

- Active Participation in Class Discussions & Activities
- Instructional Unit Development **OR** Portfolio of Strategy Instruction with Middle School Students
- Independent Reading & Response & Class Presentation
- Internet Annotated Bibliography

A scoring guide has been designed for each of the specific assignments. Criteria are given for work which is Exemplary (A range: 90-100 points), Satisfactory (B range: 80-89 points-C range: 70-79 points), and Unsatisfactory (D range: 60-69 points-F range: 59 points and below), but may be revised upon in-class discussion and review. Specific assignment scores, will be added to determine the final grade for the course.

The University policy for giving a grade of incomplete (I) is as follows: “Incomplete shall be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor.”

Other Policies

Please contact me if you are unable to attend a class session. If you have emergency medical information, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability please see me as soon as possible. If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office (190 McCannel Hall, 777-3425).

Instructional Practices

Small and large group discussion and activities, demonstration, in-class reading/writing, internet explorations and assignments and student presentations are the teaching and learning practices that will be implemented in this course. Generally, you will read outside of class, and we will explore and develop examples of strategies presented in the core text during class time.

Specific Expectations & Assignments

1. Active Participation in Discussions & Activities (30 points)

Your regular presence in-class and your active, supportive engagement in discussions and activities are critical elements that will ensure your attainment of course learning goals. A

good deal of practice and discussion with the strategies you are reading about will take place during class time.

You will be expected to:

- Come to class each week having ***actively*** read the assigned material. As you read, it is strongly suggested that you maintain a log of your learning, interpretations, opinions and interactions with the core text as well as the text and media materials included on the accompanying CD-ROM. Additional information is available on a web-site, but visiting there is optional. (Your learning log can be a useful tool as you develop the CAL Portfolio.)
- Come prepared with ideas, quotes of note, concerns, questions, etc. so that the discussions are lively and you clearly demonstrate your understandings of course material.
- Actively and fully engage in all class activities

2. **Course Project(30 points)**

○ **Choice I: Instructional Unit**

Instructional Unit Planning is an important element of the classroom teacher's repertoire. After reading & discussing chapter 3 of our core text, you will build an instructional unit plan that incorporates the steps suggested in the text and includes referenced strategy instruction activities and assessments that draw from the core text as well as the Cyber Book Club texts you are reading, DVDs we have viewed and internet sources. You will find the description of the elements for the unit in LiveText where you will build it and submit it to me.

○ **Choice 2: Middle School Project Portfolio (Instructional Support for Middle School Students) (30 points)**

This project provides you with an opportunity to work with a middle school student as you explore the strategies presented to you in the texts you read and in-class activities. We will be visiting the after school program at Valley Middle School on February 7 to make matches between you and a middle school student. The ideal match will be with a student who needs support in your content area, but this may not always be possible. Your task is to meet with the student once per week for at least 30 minutes over the course of the semester to support him or her with content area work that draws upon the "best practices" learned in this course. Eight face-to-face meetings are required and must take place during the Valley Middle School Homework Club hour (3:30-4:30 M-T). You will be responsible for building a portfolio of evidence that demonstrates that your activities together have resulted in student learning. Your portfolio should include at minimum an activity plan, a meeting response entry for each meeting and a schedule form signed by the homework club coordinator. In addition, you may include any other materials that provide evidence that your work with the student has resulted in improved learning in a specified content area. You will find Activity Plan and Reflection Guide Templates on LiveText.

3. **Cyber Book Clubs & Presentation (20 points)**

During the first class session, you will have the opportunity to review texts that relate to content reading. We will work together to form some text Cyber Book Clubs It will be

your responsibility to order the text from an on-line source in a manner that ensures delivery not later than January 31. You will be reading the texts and posting responses on a Blog that I have created for this purpose. On May 2 and 9, you will present the highlights of what you have learned for others in class. While the form of the presentation is up to the group, you must plan for 20-30 minutes and during that time we must gain a clear sense of the content of the text and its meaning and value to you. We will take time in class for you to devise a reading/response schedule in your Clubs that I can use to monitor your Cyber sharing.

4. Beliefs & Practices Project (20)

Over the course of the semester, you will have many experiences that I hope will help you examine your beliefs and future practices related to the teaching of reading in your content area(s). This culminating project challenges you to make your ideas transparent. The format of the project is flexible. It may be a traditional paper; it may be a PowerPoint presentation; it may be a portfolio; it may include audio and or visual elements; it may also be something else that you would like to create. Regardless of format, the content of your work must be displayed in a professional manner; it must demonstrate what you have come to believe and what you will practice in the area of content literacy as a result of the course. Your project must be submitted in LiveText.

Tentative Course Calendar

Date	Topics & Activities	Assignments for next time
1/10	<ul style="list-style-type: none"> • Overview of syllabus- course purposes & tasks • Selection of Texts for Independent Reading 	<ul style="list-style-type: none"> • CT Chapter 1: Content Area Reading and Writing
1/17	<ul style="list-style-type: none"> • Discussion CT Chapter 1 • Exploration, Practice and Reflection • Ticket Out 	<ul style="list-style-type: none"> • CT Chapter 2: Setting the Stage
1/24	<ul style="list-style-type: none"> • Discussion CT Chapter 2 • Exploration, Practice and Reflection • Ticket Out 	<ul style="list-style-type: none"> • CT Chapter 3: Instructional Units
1/31	<ul style="list-style-type: none"> • Discussion CT Chapter 3 • Exploration, Practice and Reflection • Submit Reading Schedule for Ind. Reading 	<ul style="list-style-type: none"> • CT Chapter 4: Reading Materials and Exhibiting Responses
2/7	<ul style="list-style-type: none"> • Discussion CT Chapter 4 • Exploration, Practice and Reflection • Ticket Out 	<ul style="list-style-type: none"> • CT Chapter 5: Comprehension • MS Project Introductory Visit
2/14	<ul style="list-style-type: none"> • No Formal Class: Instructional Units/ Middle School Project 	<ul style="list-style-type: none"> • MS Project Visit 1
2/21	<ul style="list-style-type: none"> • Discussion CT Chapter 5 • Exploration, Practice and Reflection 	<ul style="list-style-type: none"> • CT Chapter 6: Meaning Vocabulary • MS Project Visit 2
2/28	<ul style="list-style-type: none"> • Discussion CT Chapter 6 • Exploration, Practice and Reflection • Ticket Out 	<ul style="list-style-type: none"> • CT Chapter 7: Writing • MS Project Visit 3 •

3/07	<ul style="list-style-type: none"> • Discussion CT Chapter 7 • Exploration, Practice and Reflection • Ticket Out 	<ul style="list-style-type: none"> • CT Chapter 8: Studying • MS Project Visit 4
3/14	<ul style="list-style-type: none"> • NO CLASS-SPRING BREAK 	<ul style="list-style-type: none"> •
3/21	<ul style="list-style-type: none"> • Discussion CT Chapter 8 • Exploration, Practice and Reflection • Ticket Out 	<ul style="list-style-type: none"> • CT Chapter 9: Student Inquiry • MS Project Visit 5
3/28	<ul style="list-style-type: none"> • No Formal Class: Instructional Units/ Middle School Project 	<ul style="list-style-type: none"> • MS Project Visit 6
4/04	<ul style="list-style-type: none"> • Discussion CT Chapter 9: Student Inquiry • Exploration, Practice and Reflection • Ticket Out 	<ul style="list-style-type: none"> • CT Chapter 10: Differentiating Instruction • MS Project Visit 7
4/11	<ul style="list-style-type: none"> • Discussion CT Chapter 10 • Exploration, Practice and Reflection • Cyber Book Club Group Work • Ticket Out 	<ul style="list-style-type: none"> • CT Chapter 11: Cases of Content Area Literacy Instruction • MS Project Visit 8 • Submit Final Unit Plan
4/18	<ul style="list-style-type: none"> • Discussion CT Chapter 11 • Exploration, Practice and Reflection • Cyber Book Club Group Work • Ticket Out 	<ul style="list-style-type: none"> • CT Chapter 12: Reading Proficiency OR • CT Chapter 13: Reading Policy • Submit Final MS Project Portfolio
4/25	<ul style="list-style-type: none"> • Discussion CT Chapter 12 & CT Chapter 13 • Exploration, Practice and Reflection • Ticket Out 	<ul style="list-style-type: none"> • Cyber Book Club Presentations I • Submit Beliefs and Practices Paper
5/02	<ul style="list-style-type: none"> • Presentations of Book Club Projects I • Ticket Out 	<ul style="list-style-type: none"> • Cyber Book Club Presentations II
5/09	<ul style="list-style-type: none"> • Presentation of Book Club Projects II • Course Evaluations 	