

ENG 366-002, Reading Instruction in Secondary Schools (2 s.h.)

Class times and locations

Session: Spring 2015

Class time: Monday/Wednesday, 9:00-10:45 (Second 8-week Session)

Class location: Simpkins 020

Instructor Info

Instructor: Dr. Alisha White

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Phone: 309-298-1548

Office: Simpkins Hall 226C

Office Hours: Monday 11:00 pm - 12:00, Wednesday 11:00 pm - 12:00, Friday 10:00 pm - 12:00, and by appointment

Mailbox: Simpkins 122, M-F 8:30am-4:30pm

CATALOG DESCRIPTION

This course addresses instructional reading strategies for secondary content area classrooms. It focuses on reading and literacy instruction, design and selection of content-specific reading materials, creating course content to meet learner needs, and formal and informal reading assessment. PRE-REQUISITES: EIS 202, EIS 301, and SPED 210

DETAILED DESCRIPTION

This course provides methods of teaching reading in secondary schools using an interdisciplinary approach. It is important for pre-service secondary teachers to learn about teaching reading at the high school level in all content areas. Course readings will include topics such as the use of a wide range of print and non-print curriculum materials, appropriate use of new technologies, and design of effective multi-level reading instruction for learners at various stages of reading development and from different cultural and linguistic backgrounds. In addition, this course will address appropriate use of a wide range of assessment tools and practices.

REQUIRED TEXTS

Allen, J. (2007). *Inside words: Tools for teaching academic vocabulary, Grades 4-12*. Portland, ME: Stenhouse.

Vacca, R., Vacca, J., & Mraz, M. (2014). *Content area reading: Literacy and learning across the curriculum 11th edition*. Saddle River, NJ: Pearson. (You may get the 10th edition if you cannot get the 11th)
edTPA Handbook

REQUIRED ARTICLES

Throughout the semester you will read various articles assigned by myself and your classmates. All articles will be available in PDF form on Western Online.

It is my policy and practice to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation or accurate assessment of achievement, meet with me as soon as possible.

TPEP Vision Statement: "Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners."

TPEP Mission Statement: "The WIU Teacher and Professional Education Program **empowers** candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to **empowering** all learners."



Professional Standards Addressed

Illinois Professional Teaching Standard (IPTS)

Standard 6 - Reading, Writing, and Oral Communication

The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

The competent teacher:

A. understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas;
B. understands that the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation;
F. recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning;
G. understands how to design, select, modify, and evaluate a wide range of materials for the content areas and the reading needs of the student;
H. understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student;
I. knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas
J. selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers)

National Council of Teachers of English (NCTE)

Standard III - Content Pedagogy: Planning Literature and Reading Instruction in ELA

Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Candidates:

#2: design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
#3: plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.
#4: design or knowledgeably select proper reading assessments that inform instruction by providing data about students' interests, reading proficiencies, and reading process.
#6: plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Explain the reading process as it applies to needs of secondary students, students' background knowledge and experiences, students' literacy narratives, information in the text, and purposes of the reading situation. [IPTS 6.B] [NCTE 3.2, 3.3]
2. Recognize the relationship among reading, writing, and oral communication and understand how to integrate these components to increase content learning in the secondary classroom. [IPTS 6.F] [NCTE 3.6]
3. Design, select, modify, and evaluate a wide range of materials for secondary content area(s) and the reading needs of secondary students. [IPTS 6.G] [NCTE 3.6]
4. Use a variety of formal and informal assessments to recognize and address the reading and literacy needs of each student. [IPTS 6.H] [NCTE 3.2, 3.4]
5. Design appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas. [IPTS 6.A, 6.I] [NCTE 3.3]
6. Incorporate technology and media literacy into secondary content courses [IPTS 6.G].
7. Examine the Common Core Standards for reading and design curriculum to meet grade and discipline specific standards for learning.
8. Apply and adapt an array of content area literacy strategies to make all subject matter accessible to each

student. [IPTS 2Q] [NCTE 3.3, 3.6]

COURSE REQUIREMENTS AND GRADES

Grading

Response Journals	5%
Minds On/Hands On Activities	10%
New Literacy Activity	15%
Developing Vocabulary and Concepts	20%
Selective Reading Guide	25%
<u>Authentic Assessment Design</u>	<u>25%</u>
Total	100%

Course Grades

This section gives the breakdown of percentage points for each letter grade.

A (93-100%); A- (90-92%); B+ (87-89%); B (83-86%); B- (80-82%); C+ (77-79%);

C (73-76%); U (72% and below) C- (70-72%); D+ (67-69%); D (63-66%); D-(60-63%); F Below 60%

Please note that, “In accordance with Illinois State Board of Education certification rules, all candidates seeking teacher certification are required by Western Illinois University to obtain a grade of “C” or better in all directed general education courses, all core courses, and all courses in the option. Note: A “C- ” is below a “C”.”

ASSIGNMENT DESCRIPTIONS

Detailed directions and rubrics will be provided separately for each assignment.

Response Journals

Each week you will write reading reflections based on chapter response journals. Each response should be 1 page typed and posted to the discussion board in WO. Your reflection should go beyond summarizing the reading and demonstrate critical evaluation of course topics. Topics include but are not limited to: adolescent literacy practices, student motivation and engagement, vocabulary and word study, fluency, comprehension, assessment and reflection, planning and teaching instruction. [IPTS 6A, 6B, 6D, 6F, 6M][NCTE 3.2, 3.3, 3.4, 3.6]

Minds On/Hands On Activities

You will complete end-of-chapter activities in Vacca et al. to expand your thinking of course concepts. You are expected to make connections between the readings and expectations of your content area and apply readings to development of instructional practices throughout the semester. [IPTS 6F, 6G, 6H, 6I, 6M, 6S]

New Literacy Activity

In groups, you will choose a new literacy media format to design an activity for students to explore a concept or core focus. You will share your group’s activity in class and post it to the WO discussion. (Refer to Chapter 2 in Vacca et al.) [IPTS 6J, 6O, 6R, 6S]

Developing Vocabulary and Concepts

You will design instruction activities for teaching important concepts in your content areas using word study and vocabulary strategies from the textbooks and resources discussed in class. (Refer to Chapter 8 in Vacca et al.) [IPTS 6A, 6G, 6I, 6J, 6L]

Selective Reading Guide

You will design a reading guide which supports students’ comprehension of a text on a topic in your subject area. Your guide should instruct students on utilizing a specific strategy. In addition to designing the guide, you will teach

the strategy to the class. (Refer to Chapters 5, 6, 7 in Vacca et al.) (IPITS 6A, 6B, 6F, 6G, 6I, 6J, 6N, 6O) [NCTE 3.2, 3.6]

Authentic Assessment Design

You will design assessments of student learning based on suggestions from the textbooks and resources discussed in class. Assessments should include a variety of formats and be flexible for accommodating the needs of a variety of student needs. (Refer to Chapter 4 in Vacca et al.) [IPITS 6G, 6H, 6J] [NCTE 3.2, 3.3, 3.4, 3.6]

Academic Integrity Policy

Academic Dishonesty is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course. Please refer to Western Illinois University's Academic Integrity Policy for more information (<http://www.wiu.edu/policies/acintegrity.php>).

STUDENT EXPECTATIONS

Dispositions the ISBE requires of teachers wanting certification

Collaboration

Honesty & Integrity

Respect

Commitment to Learning

Emotional Maturity

Responsibility

Fairness

Belief that all Students can Learn

I expect behavior & speech that embodies these dispositions. To see the behavior and speech that demonstrates the dispositions, see <http://www.wiu.edu/CPEP/PDF/DispositionCheck%207-2010.pdf>

Attendance

I expect you to attend each class. Regular attendance and participation in engagements is an important part of any learning experience. I do not distinguish between excused and unexcused absences, so please plan accordingly. Three (3) absences will result in failure in the class. Arriving late for class or leaving early can be distracting to the instructor and to other students and takes away from classroom engagements. You will be counted absent if you are ten (10) or more minutes late to class or leave more than ten (10) minutes early. If you are absent, for any reason, you are required to use OARS (<http://wiu.edu/oars>) to report the absence. Note that Beu Health Center will no longer issue appointment slips for medical documentation.

Participation

Coming to class prepared is an important aspect of active participation. This includes bringing textbooks, assignment directions, course schedule, and drafts of your work. You are expected to be a willing and thoughtful contributor to class discussion. As you do your reading for class, you should prepare questions and comments about the reading. In class you should be prepared to answer questions, both out loud and in writing, pose new questions, and solicit conversation from your peers.

A healthy classroom environment is one in which each person feels comfortable expressing his or her opinion. You may be asked to leave and your class grade will be lowered if your participation is disruptive to the classroom climate, you are unprepared, or do not participate at all. I will not tolerate rude, disruptive, or inconsiderate behavior, which includes texting. Please put cell phones on vibrate and stash them away during class. Texting, checking email, and surfing online will result in being marked as absent.

Late Work

You are encouraged to seek help from the instructor as soon as possible to avoid penalties on late work. The penalty for late work is a letter grade per day late. No late work will be accepted after one week.

WesternOnline:

It is your responsibility to check Western Online regularly for notices, assignment directions, and class notes.

1. To access this course on WesternOnline:
2. Go to <https://westernonline.wiu.edu>
3. Log in using your ECOM ID and password
4. Your personal My WesternOnline page will appear. Available courses are listed in the middle of the page under Course List.
5. Click the link "ENG 366 – Section 002" to enter the course. This will take you to the Homepage where you will be able to access a broad range of features. Log in and start exploring this page as soon as possible.

Usability and Information for Students with Disabilities

“In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Resource Center (DRC) and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Resource Center (DRC) at 298-2512 for additional service.”

Writing Center

"The University Writing Center is available to assist you with general and specific questions on writing assigned in any discipline and at any academic level. The one-on-one assistance available at the Writing Center is valuable for generating ideas, talking about global-level issues such as organization, and even working through grammatical problems. The University Writing Center is located in Malpass Library, on the Third Floor. Call for an appointment (298-2815) and be sure to bring a copy of your assignment."

Leslie F. Malpass Library

<http://www.wiu.edu/library>

Student Rights and Responsibilities

Please review the “Student Rights and Responsibilities” policy at [Student Rights and Responsibilities](http://www.wiu.edu/provost/students) <http://www.wiu.edu/provost/students> and see me if you have any questions.

Syllabus Revision Policy: The course syllabus provides a general plan for the course; deviations may be necessary.

Last day to add course during open registration: 01/26/2015

Last day to add by permission or delete course: 02/02/2015

Last day to drop course with "W" grade: 04/05/2015

ENG 366, Reading Instruction in Secondary Schools (2 s.h.)

Spring 2015 (Second 8-week Session)

Course Schedule

Textbook abbreviations

CAR= Content Area Reading

IW=Inside Words

Week 9

Day	Readings	Due
23 Mar, Mon	Introduction CAR chapter 1: Literacy Matters (Minds On # 5/Hands On # 3 in class) Look up ICT (Journal p14) What good readers do (Table 1.2 p 26) IW pp (13, 124)	
25 Mar, Wed	CAR chapter 2: New Literacies (CH 2 Minds On # 5 & 6 in class discussion) Arts Integration Activity ISTE p 38 Review lesson plans p 43 *Discuss New Literacies Activity*	Response Journal p. 11 & p. 24 (post to WO before class) Explore eResources p 56

Week 10

Day	Readings	Due
30 Mar, Mon	CAR Chapter 3: Culturally Responsive Teaching-(CH 3 MindsOn 1 & 2/Hands On # 2 prep @ home, share in class) *Group work to start New Literacies Activity*	Response Journal p. 69 (post to WO before class)
1 Apr, Wed	Article on CRT Multicultural book evaluation Article on ELL students	New Literacy Activity due – Share with class Explore eResources p 92

Week 11

Day	Readings	Due
6 Apr, Mon	CAR chapter 4: Assessing Students & Texts (Minds On # 2/Hands On # 2 in class) *Discuss Assessment development*	Response Journal p. 129 (post to WO before class)
8 Apr, Wed	IW pp (55, 138) (59, 140) (101, 154) Preview example assessments Workshop assessment development	Explore eResources p 131

Week 12

Day	Readings	Due
13 Apr, Mon	CAR chapter 5: Planning Instruction for Content Literacy (Minds On # 3/Hands On # 2 & 3 in class- note: bring text for HO 3) *Discuss for Selective Reading Guide*	Response Journal p. 155 (post to WO before class)
15 Apr, Wed	IW pp (39) (105, 156) Workshop on Reading Guide	Explore eResources p 171

Week 13

Day	Readings	Due
20 Apr, Mon	CAR chapter 6: Activating Prior Knowledge & Interest (CH 6 Minds On # 1-3 in class/Hands On # 3- note: bring text for HO3) IW pp (43, 134) (91, 152)	Response Journal p. 186 Authentic Assessment Draft Due Explore eResources p 197
22 Apr, Wed	CAR chapter 7: Guiding Reading Comprehension (Minds On # 3-4/Hands On # 3- note: bring text for HO3) IW pp (19, 126) (25, 128) (109, 158) Workshop on Reading Guide	Response Journal p. 216, 223 Explore eResources p 237

Week 14

Day	Readings	Due
27 Apr, Mon	CAR chapter 8: Developing Vocabulary and Concepts (Minds On # 2-3) *Discuss Developing Vocabulary and Concepts activity*	Selective Reading Guide Draft Due
29 Apr, Wed	IW pp (31, 130) (69, 144) (87, 150) (115, 160) (119, 162) Workshop on vocabulary activity	Explore eResources p 279

Week 15

Day	Readings	Due
4 May, Mon	CAR chapter 10: Studying Text (Minds On # 5-6/Hand On #2 & 5)	Response Journal p. 339 Explore eResources p 343
6 May, Wed	CAR chapter 11: Learning with Trade Books (Minds On # 2&4/Hand On #2 in class) Conferences for final revisions	Response Journal p. 366 Developing Vocabulary and Concepts Draft Due Explore eResources p 382

Exam Time: 8-10 am Wednesday

Note: All Final Drafts are Due Wednesday 5pm in Western Online