

**English 366, Section 001 Teaching Reading in Secondary Schools**  
**Spring Semester 2017, Simpkins 20, STARS 26271**  
**TTH 9 - 10:45 a.m.**  
**Dr. Bonnie Sonnek**

**COURSE SYLLABUS (POLICIES AND PROCEDURES)**

Instructor: Dr. Bonnie K. Sonnek  
Office: Simpkins 226B  
Office Phone: (309) 298-1511  
Office Hours: T: 11:00 – 12:00  
W: 10:00 - 2:00  
TH: 11:00 – 12:00  
And by appointment  
E-mail: [bk-sonnek@wiu.edu](mailto:bk-sonnek@wiu.edu)

**Required Texts:** *Developing Readers in the Academic Disciplines.* Doug Buehl, International Reading Association (**Buehl**)  
*Literacy in Context (LinC): Choosing Instructional Strategies to Teach Reading in Content Areas for Students in Grades 5-12,* Mimi Miller, Nancy Veatch, Pearson. (**LIC**)

**Other Requirements:**

- Writing instruments and notepaper for in-class work. This is a reading course. Come every day prepared to read. If you have read your text assignment, bring another book, magazine, or newspaper (NO CELL PHONES).
- I have been known to give unannounced quizzes to ensure you understand the reading.

**Course Objectives**

This is primarily a workshop course. We will spend time in class working on how to make your reading strategies and teaching clear, effective, coherent, and organized. We will peer review others' work and diagrams. As such, your attendance is vital to the work of the class. Your voice is very important in this class, and I will ask you to share your thoughts, worries, enjoyments, and concerns as we write and read—and I will share mine. It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity students bring to this class be viewed as a resource, strength and a benefit. And finally, one of the course objectives is to have fun with teaching reading!

This course provides methods of teaching reading in secondary schools using an interdisciplinary approach. It is important for teacher candidates to learn about teaching reading at the high school level in all content areas. Course reading 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 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.

**Course Goals and Objectives\*\***

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

1. Explain the reading process as it applies to needs of secondary students' background knowledge and experiences, students' literacy narratives, information in the text, and purposes of the reading situation. [IPTS 6.B and NCTE 3.2 and 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, 6.D and 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 and 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.J, 6.H and 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.L, 6.I, 6.M, 6.N, 6.O AND NCTE 3.3]
6. Incorporate technology and media literacy into secondary content courses. [IPTS 6.G and NCTE 3.3]
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 2.Q and NCTE 3.3 and 3.6]

[Type text]

\*\*Several departments may have their own standards, which we will adhere to as we proceed through the course.

**Attendance:** This is an 8-week course that meets two times per week. Attendance is required. If you miss two days, you will have missed one week. Absences affect your classmates' work as well as your own. I reserve the right to lower your grade for lack of participation (and attendance), or lack of complete documentation as you display it in drafts, commentaries, workshops with colleagues, and your units. You will receive two free absences before they begin to affect your grade. Three or four absences will lower your grade one letter grade, and five or six will cause your final letter grade to be lowered two letter grades. **I do not distinguish between excused or unexcused absences.** It is a good idea to let me know if you are unable to make it to class. Talk to me. *You will be teachers; need I say more?!*

**Special Needs:** If you have a learning disability and/or special needs, or if you suspect you may have a learning disability, see me during the first or second week of class to make the necessary arrangements.

**Communication:** I will respond to e-mail during the day, as I am available, usually once each day. I will not respond to e-mail after 5 p.m. or before 8 a.m. You will have a list of members of the class should you need immediate assistance. Contact them before you contact me.

**WIU student rights and responsibilities:** <http://www.wiu.edu/provost/student/>

**Academic Integrity Policy:** WIU's academic integrity policy can be found at <http://www.wiu.edu/policies/acintegrity.php>. Any violation of this policy will result in immediate failure of the course.

**Reading and Writing:** The writing and reading for this course is intense but is necessary to provide the knowledge you will need to be a successful secondary teacher. Points will be taken off for failure to finish the reading or complete the writing. HINT: Since this is an intensive reading and writing course, pace yourself. I will give quizzes as necessary to ensure you have read (or written) the required material.

**Papers, Essays, Presentations.** At least one class period before the one in which a paper is due will be devoted to peer review of rough drafts. It is essential that you come on those days with a rough draft of your paper to share. **Final submissions:** I want you to include the final essay, a reference sheet, all drafts, the assignment sheet, the rubric, articles from which you gleaned information, and any other related materials. All final copies must be submitted in file folders (no large 3-ring binders, etc.) with your names on the file. Grades in this course are based primarily on participation with the group, your contributions to others on their papers, and the papers you write. You will write short papers before midterm, longer papers after midterm. We will peer review papers, and I encourage you to come to me if you have questions. You must complete all the assigned papers. Failure to complete a paper will result in a 0 for that assignment. **DO NOT E-MAIL ME YOUR PAPERS; I WILL NOT ACCEPT THEM.**

**Late Submissions:** An assignment is due at the beginning of class; after that it is late, and your grade for that paper will be lowered one grade. I accept late submissions within 48 hours of the class it was due. After that, you will receive a zero. Grammar, punctuation, and other mechanics will be assessed and part of the grade (20%) for all assignments. It is perfectly acceptable to have a friend, family member, or roommate edit your paper, just be sure to include the paper in your submission of the project. If you tend to have trouble editing your own writing, use the Writing Center. **The Writing Center is available to all students to assist with any aspect of the writing process. I encourage you to make use of it. Many of my students have found it very helpful.**

**Course Requirements: For each assignment, detailed handouts will be given to you.**

Essay One: The Reading Process	50
Essay Two: Reading Disciplinary Texts (Refer to Chapters 3 and 5: Buehl)	100
Essay Three: Frontloading	100
Essay Four: TBA	150
Group Presentation: Instructional Strategies for Teaching Reading in your Classroom	150
Oral and written responses to texts/short assignments/quizzes	100
<b>Reflections:</b>	100

**Portfolio:** In lieu of a final exam, you will submit an ePortfolio of your work at the end of the semester. Portfolios will consist of two components: 1) A reflective essay on your writing, and 2) Artifacts you reference in your reflective essay (artifacts may include any of the following: rough drafts, final drafts with my comments; revisions; peer review worksheets; writing reflections; quizzes and freewrites. Note that it is imperative that you keep track of all of the work you do this semester so that you can compile a successful portfolio. Portfolios will be worth 100 points.

**TOTAL POINTS (Approximately):** 100  
850

**STANDARDS FOR ASSIGNMENT ASSESSMENT (What you will be graded on)**

AREA	STANDARD
Content	Focused, specific details and examples and precise language that show great care for the information needs of a targeted, educated audience.
Structure	Order of document sections and transitions between them, show logic, emphasize clarity
Correctness	Sentence structure, writing mechanics, and citations.
Creativity	Meaningful thinking that reflects imagination, not just conventional ideas
Critical Thinking	Serious reflection in writing shows rejection of easy answers and pursuit of all key information.
Page Layout and Visual Impact	Each document exhibits recognized standards, includes appropriate visuals, and contains no distracting elements.

**I will calculate final grades as follows:**

A 93-100%	B 83-86%	C 73-76%	D 63-66%
A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62%
B+ 87-89%	C+ 77-79%	D+ 67-69%	F 59-0%

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

**Weekly Reading and Writing Assignments:**

**Tuesday, March 21, 2017 (Week One)** Syllabus, introductions, review of course, why do we teaching reading in the classroom?

**Thursday, March 23, 2017** Read Chapter One (Buehl). Write a one-pager that attempts to answer the “Essential Question” on p. 1: “Why is there a significant need for disciplinary literacy instruction?” Literacy Autobiography due.

**Tuesday, March 28, 2017 (Week Two)** Discussion on writing, sharing drafts, details, grammar rules and preferences. Share one pagers and written work. Develop your own Disciplinary Literacy Profile (see p. 15) and share with the class. Read Chapter 2 (Buehl) and write a one pager explaining the difference when you have your students read, write and think through your disciplinary lens.

**Thursday, March 30, 2017** Chapter 3: How do academic knowledge gaps affect the reading of disciplinary texts? Write one pager and complete reflections as assigned. Begin Essay #2 Reading and Teaching Disciplinary Texts. Handout. Discussion of project.

**Tuesday, April 4, 2017 (Week Three)** Read Buehl Ch 4, "Frontloading." We will discuss this in class: some of this information can be used in your project, so be sure to have it read by today. We will discuss it in class, along with #1-4 on your project sheet.

**Thursday, April 6, 2017** Comprehension. Read LIC Chapter 2, pp. 12-34. Each of you must present to the class two strategies to build vocabulary. Use your own discipline and write a one pager showing practical application in your classroom. Always designate the grade level and geographical location because this may affect your presentation of the strategy. You may be able to use this information for your project. Bring #5, and #6 to class for discussion.

**Tuesday, April 11, 2017 (Week Four)** Rough draft tasks of project due today. Read Chapters 3 and 4 in LIC and be prepared to share these strategies in class. In your one pager, provide strategies to foster fluency and to increase comprehension, include strategies that you see yourself using in your own classroom. Why do you choose these? Explain.

**Thursday, April 13, 2017** Return rough drafts of project to students with comments. Discuss changes students need to make, successes you are having, what others are doing, and begin discussion of presentation. Read Chapter 7 (Buehl).

**Tuesday, April 18, 2017 (Week Five)** Discussion over Buehl. Work on projects.

**Thursday, April 20, 2017** Read Chapter Work on projects.

**Tuesday, April 25, 2017 (Week Six) Presentations begin:** 1) Addison Hammond; 2) Anabel Torres; 3) Kacie Priebe; 4) Tess Tyler; 5) Matt Thrush. Each member of the audience will be critiquing the presentation and will receive 25 points for being thorough.

**Thursday, April 27, 2017 Presentations continue:** 1) Aubrey Foust; 2) Laura Landa; 3) Martin Null; 4) Grant Ward; 5) Kate Vandewoestyne

**Tuesday, May 2, 2017 (Week Seven)** Final presentations: 1) Elena Garcia; 2) Tannia Escobar.

**Thursday, May 4, 2017** Discussion of presentations; 2-3-page essay during final exam (Frontloading).

<b>Final Exam Week May 8 – 12</b>	<b>Final Exam: Thursday, May 11, 8 a.m.</b>
---------------------------------------	---

**Congratulations . . . the end of one more semester of learning! May your students be (or become) literate, enjoy the process of reading, and may you be their best role model.**

*Enjoy your summer and be safe!*