Content Area Reading & Writing → Syllabus

Course Syllabus

SED 431

Fall Semester 2013

Instructor: Russ Walsh

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Office Hours: Memorial 101

Tuesday 1:00 – 4:30 PM

Thursday: 11:30 – 1:00 PM

Text: Vacca, R. and J. Vacca and M. Mraz. (2014). *Content Area Reading*. New York: Pearson.

      A high school or middle school textbook in your discipline. These can be borrowed from the Curriculum Resource Center, Memorial 101.

Purpose of the Course: This course is designed to equip prospective teachers with the tools they need to facilitate the connection of readers to texts within the secondary classroom. These tools include designing instructional plans and practices that result in active reader engagement in text, scaffolding student comprehension of text, developing vocabulary for specific subject reading, and using discussion and writing to deepen student understanding of text. Further the course is intended to help the prospective teacher develop the ability to assess student understanding and adjust instruction accordingly. Finally, the course seeks to help prospective teachers develop the desire to provide the instruction that will help students read and write effectively in the content classroom.

Course Procedures: The course objectives will be met through lecture, power point, discussion, small group activities, video presentations, and writing and reading assignments.

Course Objectives: The student will:

1. Understand that all teachers play a critical role in helping students think and learn with text.
2. Identify content literacy.
3. Understand the problems associated with textbook use.
4. Explore the use of alternative texts in the classroom.
5. Learn to use authentic assessment as an aid in setting instructional goals.
6. Learn a variety of strategies for pre-reading, during reading, and post-reading for active student processing of text.
7. Learn how to teach the vocabulary of a discipline within the context of concept development.
8. Learn how to use talk as a medium for literacy and learning.
9. Learn a variety of writing to learn strategies for the content classroom.
10. Learn a variety of study strategies to help students learn.
11. Learn how to construct a variety of study guides.
12. Learn to scaffold instruction for struggling readers.
13. Begin to develop the professional attitude required of a practicing teacher.

Academic Honesty: It is expected that all work turned in will be the student's own and/or sources will be appropriately cited.

Course Requirements:

1. Each class session will be considered a workshop. It is essential, therefore, that all classes are attended.
2. Students are to participate in a threaded discussion based on weekly discussion topics posted by the professor.
3. Students are to keep an interactive notebook containing all class notes, notes on readings, occasional classroom handouts, and examples of student processing of material. The interactive notebook will be turned in on the date indicated in the course of study.
4. Mini-assignments – Occasional short assignments may be announced when other assignments are not due.
5. Students will design and present a 10 – 15 minute mini-lesson teaching one reading or writing to learn strategy.
6. Final Project – Students are to create a complete weekly lesson plan for reading a piece of content text (textbook, journal article, electronic text) in their own discipline. The lesson plan must include a pre-reading plan, a during reading plan, a post-reading activity and a vocabulary activity. This completed assignment will take the place of a final examination and will be due at the penultimate class.

Assessment: Your grade will be based on the following criteria.

1. Attendance
2. Performance and participation within the class
3. Quality, thoughtfulness and evidence of reflective reading in the threaded discussions
4. Quality, thoughtfulness, thoroughness and completeness of interactive notebook
5. Demonstration of proficiency in designing and delivering a mini-lesson on one reading or writing to learn topic
6. Demonstration of thorough understanding of strategies for helping students become engaged processors of text through the development of a week-long lesson plan.

Date	Day	Details	
Sep 10	Tue	Considering Content Literacy in Light of the Core Content State Standards (https://rider.instructure.com/calendar?event_id=874&include_contexts=course_1208#7b2273686f77223a2267726f75705f636f757273655f31323038227d)	12am
Sep 17	Tue	Effective Teaching, Content Literacy, The Reading Process (https://rider.instructure.com/calendar?event_id=871&include_contexts=course_1208#7b2273686f77223a2267726f75705f636f757273655f31323038227d)	12am
		Assignment 1: Biography of a Reader (https://rider.instructure.com/courses/1208/assignments/2824)	due by 11:59pm
Sep 24	Tue	Planning for Instruction (https://rider.instructure.com/calendar?event_id=873&include_contexts=course_1208#7b2273686f77223a2267726f75705f636f757273655f31323038227d)	12am
Oct 1	Tue	Activating Prior Knowledge and Interest (https://rider.instructure.com/calendar?event_id=876&include_contexts=course_1208#7b2273686f77223a2267726f75705f636f757273655f31323038227d)	12am
Oct 8	Tue	Guiding Reading Comprehension through Modeling, Part 1 (https://rider.instructure.com/calendar?event_id=877&include_contexts=course_1208#7b2273686f77223a2267726f75705f636f757273655f31323038227d)	12am
Oct 15	Tue	Guiding Reading Comprehension through Instructional Strategies, Part 2 (https://rider.instructure.com/calendar?event_id=878&include_contexts=course_1208#7b2273686f77223a2267726f75705f636f757273655f31323038227d)	12am
Oct 22	Tue	Guiding Reading Comprehension through Reading Guides (https://rider.instructure.com/calendar?event_id=879&include_contexts=course_1208#7b2273686f77223a2267726f75705f636f757273655f31323038227d)	12am
Oct 29	Tue	Developing Vocabulary from a Conceptual Lens, Part 1 (https://rider.instructure.com/calendar?event_id=880&include_contexts=course_1208#7b2273686f77223a2267726f75705f636f757273655f31323038227d)	12am
Nov 5	Tue	Developing Vocabulary from a Conceptual Lens, Part 2 (https://rider.instructure.com/calendar?event_id=881&include_contexts=course_1208#7b2273686f77223a2267726f75705f636f757273655f31323038227d)	12am
Nov 12	Tue	Writing to Learn (https://rider.instructure.com/calendar?event_id=882&include_contexts=course_1208#7b2273686f77223a2267726f75705f636f757273655f31323038227d)	12am
Nov 19	Tue	Text Structure, Graphic Organizers and Study Guides (https://rider.instructure.com/calendar?event_id=883&include_contexts=course_1208#7b2273686f77223a2267726f75705f636f757273655f31323038227d)	12am
Nov 26	Tue	Bringing Alternate Readings into the Classroom (https://rider.instructure.com/calendar?event_id=884&include_contexts=course_1208#7b2273686f77223a2267726f75705f636f757273655f31323038227d)	12am
Dec 3	Tue	New Literacies: Tapping in to the Power of Online Learning (https://rider.instructure.com/calendar?event_id=885&include_contexts=course_1208#7b2273686f77223a2267726f75705f636f757273655f31323038227d)	12am
		Assignment 5: Final Project (https://rider.instructure.com/courses/1208/assignments/2828)	due by 11:59pm
Dec 10	Tue	Culturally Responsible Teaching and the Teacher as Professional (https://rider.instructure.com/calendar?event_id=886&include_contexts=course_1208#7b2273686f77223a2267726f75705f636f757273655f31323038227d)	12am
		Assignment 4: Interactive Notebook (https://rider.instructure.com/courses/1208/assignments/2827)	

Date	Day	Details	
			due by
			11:59pm
	Other	Assignment 2: Mini-Lesson (https://rider.instructure.com/courses/1208/assignments/2825)	
		Assignment 3: Threaded Discussion (https://rider.instructure.com/courses/1208/assignments/2826)	
		Assignment 6: Classroom Participation (https://rider.instructure.com/courses/1208/assignments/2829)	
		Roll Call Attendance (https://rider.instructure.com/courses/1208/assignments/8951)	