COURSE TITLE: Teaching Reading in Middle/Secondary Schools  
COURSE NUMBER: RED 3360

COURSE DESCRIPTION (with prerequisites):
This course is designed to develop middle and secondary teacher candidates understanding of literacy, teaching and learning content subjects. The major emphasis of this course is placed on current theories, the basic components of the reading and writing processes. Through the course content and activities, teachers will become more effective in their abilities to increase student performance in content subject areas by understanding and utilizing research-based strategies and materials, as well as to gain an understanding of the variety and purpose of literacy assessments. Upon successful completion of this course, the teacher will have gained a greater understanding of the issues and theories related to the literacy development of all students including students of diverse cultural, socio-economic and linguistic backgrounds. Students will also complete fifteen hours of field work in a middle or secondary school. This course is designed to meet the skills and knowledge outlined in Reading Competency 2: Application of Research-Based Instructional Practices (teachers will scaffold student learning by applying principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem-solving process).

NAME(S) OF INSTRUCTORS:
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Cell: (850) 209-3290

EFFECTIVE ACADEMIC YEAR:
2011-12

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:


7. **Literacy Instruction in the Content Areas – Getting to the Core of Middle and High School Improvement**, Alliance for Excellent Education, 2007, Washington, D.C.


9. **Next Generation Sunshine State Standards**, (Language Arts, Reading, Writing)


11. FCAT Item Test Specifications (Reading, Math, and Science). Choose and obtain a copy of a middle or high school textbook in a content area in which you are planning to teach.

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**GRADING POLICY:**

The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

- **A** – 90 – 100
- **B** – 80 – 89
- **C** – 70 – 79
- **D** – 60 – 69
- **F** – 59 or less

The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

**ATTENDANCE AND WITHDRAWAL POLICIES:**

Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**

Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.
ACADEMIC HONOR CODE POLICY:
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

LIBRARY AND ON-LINE REFERENCE MATERIALS:
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:
The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website. The ACE Lab, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room entrance. The college’s learning management system is Desire 2 Learn (d2l). Classes become available on d2l on the first day of the semester. It is the student’s responsibility to log onto the d2l system the first day of class to establish the first day of attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.

ELECTRONIC DEVICE USAGE:
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize
classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**

E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.

E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.

E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of reading.

E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.

E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.

E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

**Task 8.3.1: Integrating Literacy Skills into Instruction (Product)**

Teaching reading, writing, and study skills is an integral part of teaching any subject and no longer a concern just for elementary teachers. In this task the teacher creates two lessons that include strategies to assist students in comprehending expository text through reading and writing activities. One lesson requires the use of a pre-reading guide and the other requires the demonstration of a study skill strategy. The third component of this task focuses on the students keeping a journal and learning log.

**LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS**

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES FOR RED 3360</th>
<th>NGSSS/Standards</th>
<th>FEAPs (Discipline Outcomes)</th>
<th>FL Competencies and Skills:</th>
<th>Assessment Activities</th>
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</thead>
<tbody>
<tr>
<td>The student will:</td>
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<td>Lesson Plans, Quizzes, Exam</td>
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<tr>
<td>The student will demonstrate an ability to plan and teach meaningful lessons and activities to develop students' phonemic awareness, phonics, fluency, oral language, comprehension and study skills within a given content by using reading strategies, writing strategies, and study strategies.</td>
<td>Reading/Writing Standards</td>
<td>E-1 E-3</td>
<td>Performance Indicators A-G 4.1 8.1 – 8.6, 10.1, 10.2, 10.3</td>
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<tr>
<td>Activity</td>
<td>Standards/Assessment</td>
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<td>The student will become knowledgeable of issues, questions and research related to adolescent literacy.</td>
<td>E-1</td>
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<tr>
<td>The student will plan, teach, critique and reflect upon content area lesson plans that incorporate before, during, and after reading strategies and a writing task.</td>
<td>E-1, E-3, 1.1, 1.2, 1.6, 3.1, 3.2, 3.6, 3.9, 2.G.1, 8.2, 8.3, 8.4</td>
<td>Task 8.3.1 - RU</td>
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<td>The student will identify and apply explicit instructional plans for developing critical thinking and comprehension skills (e.g., activating prior knowledge, directed reading/thinking, predicting and confirming, summarizing, analyzing, synthesizing, and evaluating.</td>
<td>E-1, E-3, 2.A.1, 2.A.6, 2.A.8, 2.G.1, 4.1, 4.2, 8.3, 8.4</td>
<td>Reading Strategy Lessons, Quizzes, Exam</td>
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<td>The student will identify and use research-based guidelines and selection tools to evaluate literacy instructional materials, software that support content learning and literacy competencies.</td>
<td>E-1, 2.G.3, 2.G.4, 12.1</td>
<td>Web Site Evaluation – Report/Presentation Quiz</td>
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<td>The student will identify, interpret and understand how to utilize standardized tests, informal assessments, text analysis instruments and evaluation processes when selecting texts, planning and teaching content area subjects.</td>
<td>E-1, E-4, 2.A.9, 2.B.5, 2.C.5, 2.D.4, 2.E.3, 2.F.8, 2.G.6, PEC 1.1, 1.2, 1.3, 8.6</td>
<td>Review standardized test results (ex. FAIR), Administer IRI, Develop/Administer CLOZE procedure, Apply Fry Readability to selected literature and content area texts; Quiz, Exam</td>
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<td>The student will modify and manage the learning environment and implement literacy strategies to meet the needs of diverse learners, including LEP students and students experiencing reading challenges.</td>
<td>E-1, E-2, 2.A.7, 2.B.3, 2.C.3, 2.D.2, 2.F.5, 2.G.3, 2.G.5</td>
<td>Lesson Plan</td>
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<td>The student will incorporate instructional technology into the preparation and teaching of lessons to enhance literacy instruction and acquisition of strategic literacy skills across the curriculum.</td>
<td>E-3, 2.A.5, 2.F.4, 4.1, 4.2</td>
<td>Lesson Plan</td>
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<td>The student will compare, contrast and reflect on</td>
<td>E-5</td>
<td>Article Critique/Rubric</td>
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</table>
The student reflects on various content literacy/writing strategies in middle/secondary schools and the relevance in their own content areas; and engages in self-reflection and evaluation of teaching experiences.

The student will develop a repertoire of research-based strategies to integrate vocabulary, comprehension, composition, and study skills in content lessons to accommodate individual differences.

**MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**
1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and on-line (d2l) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in K – 12 schools.
6. Collaborate with peers and other professionals.

**ASSIGNMENT AND/OR COURSE OUTLINE**

See your Instructor First Day Handout for individual instructor assignment schedule.