



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

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. Includes 10 hours observation in a middle or secondary school.

NAME(S) OF INSTRUCTORS:

Jennifer Kincaid
Office: O117
kincaidj@chipola.edu

EFFECTIVE ACADEMIC YEAR:

2016-2017

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

Vacca, R.T., Vacca, J.L. and Mraz, M. ***Content Area Reading: Literacy and Learning across the Curriculum***, 12th ed. Boston: Pearson/Allyn-Bacon. ISBN: 9780134068824

Required: LiveText student membership, Field Experience Edition, ISBN: 9780979663567

Appropriate dress for field experience: black slacks and School of Education polo (Polos are available in the campus bookstore.)

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, and all instructors record attendance daily. 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.

NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:

Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information,

marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Karan Davis, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2205, davisk@chipola.edu.

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 college’s learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **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.

FREE TUTORING RESOURCES:

The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

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 core content.
- 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.

STUDENT LEARNING OUTCOMES FOR RED 3360	State-Adopted Standards	FEAPs (Discipline Outcomes)	FL Competencies and Skills:		ESOL	Assessment Activities
			Reading Competency 2: Application of Research-Based Instructional Strategies	Professional Ed.		
The student will:						
The student will demonstrate an ability to plan and teach meaningful lessons and activities to develop student' phonemic awareness, phonics, fluency, oral language, comprehension and study skills within a given content by using reading strategies, writing strategies, and study strategies.	Reading/ Writing Standards (K-12)	E-1 E-3	Performance Indicators A: Comprehension B: Oral language C: Phonological Awareness D: Phonics E: Fluency F: Vocabulary G: Integration of Reading Components	4.1 8.1 – 8.6, 10.1, 10.2, 10.3	6, 9	Lesson Plans, Chapter Quizzes, Exam Task 8.3.1-RU
The student will become knowledgeable of issues, questions and research related to adolescent literacy.		E-1				Classroom Activity
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.		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	6, 9	Task 8.3.1 - RU
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.		E-1, E-3	2.A.1 2.A.6 2.A.8 2.G.1	4.1, 4.2, 8.3, 8.4	5, 6, 11, 16	Reading Strategy Lessons, Chapter Quizzes, Exam Task 8.3.1-RU
The student will identify		E-1	2.G.3	12.1	7, 13	Web Site Evaluation

and use research-based guidelines and selection tools to evaluate literacy instructional materials, software that supports content learning and literacy competencies.			2.G.4			– Report/Presentation Quiz
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.		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	5, 6, 9, 10	Review standardized test results (ex. FAIR), Administer IRI, Develop/Administer CLOZE procedure, Apply Fry Readability to selected literature and content area texts; Quiz, Exam
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.		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		11, 13, 18	Lesson Plan
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.		E-3	2.A.5 2.F.4	4.1 4.2	15	Lesson Plan
The student will compare, contrast and reflect on professional literature related to the reading/writing process.		E-5			2, 5, 7, 23	Article Critique/Rubric
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.		E-5		8.1, 8.2, 8.3, 8.4	16	Task 8.3.1 Reflection Classroom Observation 1) Content area 2) Intensive reading 3) Teacher interview
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.		E-1 E-3	2.A.2 2.F.6 2.G.1	5.1, 5.2, 7.4	5, 6, 8	Project/Strategy Log Notebook

****Assessment Codes**

T = Tests Pre/Post = Pre- and Post-Tests OT = Objective Tests UT = Unit Tests Q = Quizzes F = Final Examination CF = Cumulative Final EX = Departmental Exam SE = Nat'l or State Standardized Exam	RPT = Report/Presentation SP = Skills Performance SD = Skills Demonstration W = Writing Assignments E = Essays DE = Documented Essays RP = Research papers J = Jury R = Recital	Proj. = Projects Exp. = Experiments Cap. Proj. = Capstone Project Cap. Course = Capstone Course Prac. = Practicum Intern. = Internship H = Homework PS = Problem Solving DB = Discussion Board	BO = Behavioral Observation Clin. = Clinicals CS = Case Study CP = Case Plan Port. = Portfolio Obs. = Teacher Observation Sk. Check = Skills Check-off Curriculum Frameworks JP = Judged Performance/Exhibition
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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 (Canvas) 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

Task 8.3.1: Integrating Literacy Skills into Instruction (Product) (3.2)

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.

Outline of Course Content - RED 3360

A. Important Key Factors for Developing Content Literacy, Grades 6-12

1. Identification of active and independent readers/learners
2. Meaning of *literacy*
3. The reading process
 - a. cognitive structure and schema theory
 - b. metacognition
 - c. reading phases and stages
 - d. Six components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension and oral language)
4. Writing across the curriculum
5. Major causes for content reading difficulties
6. Sociocultural influences in learning literacy
7. Role of motivation in literacy learning
8. Importance of classroom environment

B. Preparing for Instruction

1. Assessing student learning
 - a. High Stakes Assessment
 - b. Formal/informal assessment
 - c. Norm referenced/criterion referenced tests
 - d. FCAT/FAIR
 - e. Cloze/MAZE
 - f. Checklist/spelling inventories
 - g. Portfolio assessment
 - h. Identifying struggling Readers
2. Analyzing content material (textbooks/trade books)
 - a. Use and value of readability formulas

- b. Cloze procedures (again!)
- c. Readability checklists
- d. Lexile levels
- e. Fiction/Non-fiction
- f. Textbook organization

C. Developing Comprehension in Reading Content

- 1. Vocabulary teaching strategies: identification and meaning
- 2. Comprehension developing strategies (including before, during and after reading)
- 3. Independent study strategies
- 4. Examination of commercial materials, including technology, to improve teaching
- 5. Use of literature to support content learning (Genre)
- 6. Understanding text structure
- 7. Strategies that support struggling learners
- 8. Developing self-learning strategies (Study skills)

D. Using Writing to Increase Content Learning

- 1. Reading/Writing Connection
- 2. Adapting Process Writing for use in content areas (Six Traits Writing)
- 3. Helping struggling writers in content subjects
- 4. Writing strategies that support content learning

E. Standards Based Curriculum

- 1. Next Generation Sunshine State Standards
- 2. Common Core State Standards
- 3. National Standards pertinent to specific discipline

METHODS OF INSTRUCTION

Methods of instruction may include, but not be limited to: lecture; class discussions and/or interactions; large and small group projects; role play and group discussions; read and report on professional education and subject matter articles; oral presentations; clinical experiences with reflective papers; videos and discussions; collaborative learning activities; participation in a series of model lessons designed to reflect strategies for the integration of literacy development and practice with the teaching/learning process; readability activities; and the writing process.

EXAMPLES OF FIELD EXPERIENCE ACTIVITIES

The specific nature of the field experience varies depending on the subject matter and the characteristics and learning needs of students enrolled in the class. While we want you to be exposed to many aspects of school life, the primary goal of this experience is to provide a substantial amount of time to explore middle and secondary schools and to work directly with students in the school setting and within the appropriate subject areas. The following are typical field experience activities:

- Observe in a variety of classes;
- Confer with one or more teachers about the nature of the curriculum;
- Prepare instructional materials/lesson plans that integrate strategies for teaching literacy skills specific to your content area;
- Administer an informal reading inventory, graded word list, and cloze activity to a middle or secondary student;
- Plan and conduct tutoring sessions for individual or small group projects or enrichment activities;
- Check assignments and follow-up activities.

Students MUST wear black slacks and a School of Education polo to all PK-12 campuses. The shirts are available at the campus bookstore for student purchase.

COURSE REQUIREMENTS

1. Read the required text and other materials as assigned.
2. Participate actively in class discussions related to reading assignments and in small group activities. Your contributions should reflect thoughtful preparation prior to class.
3. Read and prepare a written critique of six journal articles that are specific to reading instruction in the six components of reading. One article should focus on issues related to teaching ESOL students. Also, come to class prepared to share the information with the class.

Read each article and then write a 1.5 to 2.0 page summary and response. Your paper should follow the APA format and must be Font 12 and double-spaced. You must have at least a one to one and one-half page summary and reflection of the information in the article, and then a personal reaction to the article. Discuss the article in terms of clarity and validity.

Ex: Did the author clearly state his/her purpose and is it clear, and was it adequately supported by the information given. Do you agree or disagree with the author (explain). Discuss the implications of the article for reading instruction in a content area classroom. How will what you learned from reading the article affect you as a content area teacher.

4. Develop lesson plans as specified by the instructor. These lessons will give you practice in selecting and teaching appropriate reading and study strategies within a content area. The lessons will include the following: 1) Word identification strategies (P.A. and Phonics), 2) Vocabulary strategy, 3) Pre-reading strategy, 4) During reading strategy, 5) After reading strategy, 6) writing strategy; 7) Fluency strategy. And 8) Study strategy. You will prepare for a 10-minute presentation to the class. Specific details for this assignment will be given during a class period. You will prepare a hand-out of the strategies that you selected to share with your classmates.
5. Administer an informal reading inventory and graded word list to a middle or high school student who has been identified as a Level 1 or Level 2 student on the FCAT. You will prepare an instructional assessment report for the student. Detailed directions for this activity will be given during a class period.
6. Complete 10 hours of field observations and submit brief reflection of each observation.
7. Complete Task 8.3.1, Subject Matter Curriculum and Trends – Assessment System Product/Performance Tasks. The task will be considered “demonstrated” when a minimum score of 70% is achieved AND the criterion for the individual task is met. The task/artifact will be considered “partially demonstrated” or “not demonstrated” when the score is below 70% OR the criteria established for the individual task is not met. A task judged as “partially demonstrated” or “not demonstrated” may be resubmitted for the purpose of demonstrating the accomplished practice indicator. The original grade will be used when calculating the course average. Points will not be deducted or added when calculating the course average.
8. Complete a performance task for using a trade book in the middle/secondary content that you have chosen to focus on. Details for this activity are provided on P. 384 in your text (Response Journal).

9. Observe one content area teacher and one **intensive reading teacher** (middle/high school) for at least a fifty minute period class period. Write a report (minimum of two pages) on how the teacher incorporated reading strategies and/or writing strategies in his/her class. An observation guide will be provided.
10. Reading/Learning/Literacy Strategy Notebook – Students will keep an organized reading/literacy strategy notebook that can be used in a content area or grade level. The notebook is an organized resource notebook of resources to aid in planning instruction. It should contain strategies that will be given from the class hand-outs, strategies guided by class activities and/or other resources. Pertinent educational articles will also be included, as well as the Next Generation Sunshine State Standards and the Common Core State Standards., The intent of this project is to create a basic collection of potentially useful strategies, activities, resources that are literacy-based and content related in a format that could be expanded during future teaching semesters.

This collection of resources will be kept in an organized notebook with the following divisions: Pre-Reading, During Reading, Post Reading, Vocabulary, Activating Prior Knowledge, Read-Alouds, Graphic Organizers, Writing Across the Curriculum, Summarizing, Web-Sites, Book Lists (including picture books for reading and writing concept development) and informational articles for reading in the content or articles that focus on each of the six components of reading.

11. Conduct a readability analysis on a current textbook being used in your selected content area. More specific information to complete this assignment will be provided during coverage of Chapter 4 in the text.
12. Exams and quizzes. There will be two major exams (mid-semester and final) and weekly quizzes on the assigned chapters. The average of the quizzes will count as a third exam grade.

EXPECTATIONS

Students are expected to be conscientious and take their work seriously. They should have high expectations for themselves and expect others to act accordingly. In order to clarify expectations, the following practices will apply.

- ❖ **Attendance is mandatory.** Attendance is considered an important part of the participation grade. Attendance and participation points are 100. An absence will be 7 points deducted. Remember this is a night class and it is equivalent to three class periods. **If you must be absent, you are expected to inform the instructor prior to class.** It is your responsibility as a student to contact a class member or the instructor to learn of class proceedings and assignments required for the next class.
- ❖ **Tardy:** Arriving more than fifteen minutes late or leaving more than fifteen minutes before class is dismissed is considered tardy. Three tardies equal one absence.
- ❖ **Make-Up:** Make up-exams will be given only under extreme circumstances and must have prior approval of the instructor.
- ❖ **Preparedness:** Students are expected to be prepared for class and to submit required assignments in a timely manner. All assignments will be due at the beginning of the class on the due date, unless otherwise directed. **Turning in an assignment late will result in a 10 point deduction. Late assignments will not be accepted if more than one week late.**
- ❖ **Ethics:** As members of the Chipola College Secondary Education academic community, students commit themselves to honesty. Honesty in academic work is vital and students should

not knowingly act in ways which erode that integrity. Accordingly, actions of or tolerance of cheating, plagiarism, bribery, conspiracy, misrepresentation, or other violations of the Chipola College Student Code of Conduct will result in disciplinary action. Disciplinary action can include: degree program modification, grade reduction, suspension or expulsion.

- ❖ **Written Work:** All written assignments will be judged on accuracy of content; comprehensiveness, typography and design; correct usage and grammar; correct capitalization; spelling and punctuation; clarity of thought; and logical order and sequence. Moreover, students are expected to adhere to specified formats; use various sentence patterns and structure; make use of transitional words and expressions; and maintain appropriate focus.
- ❖ **Oral Presentation:** All oral presentations will be judged on correct pronunciation and enunciation; projection; effective use of gestures; meaningful use of visuals; attention getting procedures; maintenance of audience interest; correct use of language; and degree of presenter enthusiasm and interest in topic.

Course Evaluation Criteria

Major Assignments/Quizzes	20%
Exam(s)	30%
Task(s)	50%

****Task must meet the criteria for “demonstrated” as determined by the scoring rubric to earn credit for this course.**

CHIPOLA GRADING SCALE

90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

The instructor retains the right to make adjustments or modifications to this syllabus. Any changes will be communicated to the students.

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