



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:

Casey Dowgul
Office: O-109c
dowgulc@chipola.edu

EFFECTIVE ACADEMIC YEAR:

2023-2024

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

Vacca, R.T., Vacca, J.L. and Mraz, M. *Content Area Reading: Literacy and Learning across the Curriculum*, 13th ed. Pearson. ISBN: 8220127906135.

Appropriate dress for field experience: 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 for all instructors to 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 effect 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, which 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 in regards 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.

Wendy Phippen, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183C, 850-718-2269, phippenw@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 through the Library Resources link within your course in Canvas or by using the *Search* 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 Learning Resources. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues 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 Designs and plans effective instructional lessons.
- E – 2 Maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.
- E – 3 Delivers and facilitates effective instruction.
- E – 4 Analyzes and applies data from multiple assessments to diagnose learning needs and inform instruction.

- E – 5 Designs purposeful professional goals for continuous improvement to strengthen instructional effectiveness and impact student learning
- E – 6 Practices professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

Linking Course-level Student Learning Outcomes with Discipline-Specific Competencies, Assessment Methods, and Artifacts

COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR RED 3360	DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES	ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES (see Notes below)
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<ul style="list-style-type: none"> • 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, writing, and study strategies. 	E-1, E-3	W/SD, Q, T, RU
<ul style="list-style-type: none"> • Define issues, questions and research related to adolescent literacy. 	E-1	SD
<ul style="list-style-type: none"> • 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	RU
<ul style="list-style-type: none"> • 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	W, Q, T, RU
<ul style="list-style-type: none"> • Identify and use research-based guidelines and selection tools to evaluate literacy instructional materials, software that supports content learning and literacy competencies. 	E-1, E-4	W, RPT
<ul style="list-style-type: none"> • Identify, interpret and utilize standardized tests, informal assessments, text analysis instruments and evaluation processes when selecting texts, planning and teaching content area subjects. 	E-1, E-2	SD, Q, T
<ul style="list-style-type: none"> • 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-3	W/SD
<ul style="list-style-type: none"> • Incorporate instructional technology into the preparation and teaching of lessons to enhance literacy instruction and acquisition of strategic literacy skills across the curriculum. 	E-5	W/SD

Linking Course-level Student Learning Outcomes with Discipline-Specific Competencies, Assessment Methods, and Artifacts

COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR RED 3360	DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES	ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES (see Notes below)
<ul style="list-style-type: none"> • Compare, contrast and reflect on professional literature related to the reading/writing process. • Reflect 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. • Develop a repertoire of research-based strategies to integrate vocabulary, comprehension, composition, and study skills in content lessons to accommodate individual differences. 	<p>E-5</p> <p>E-1, E-3</p> <p>E-5</p>	<p>W/SD</p> <p>Prac</p> <p>Proj/W</p>

Notes: Assessment Codes

BO - Behavioral Observation	EX - Dept Exam	Port - Portfolio	SD - Skills Demonstration
Cap Proj - Capstone Course	Exp - Experiments	Prac - Practicum	SE - Natl or State Standardized
CF - Cumulative Final	F - Final Exam	Pre/ Post - Pre-/Post-Tests	Sk - Ck Skills Check-Off
Clin - Clinicals	H - Homework	Proj - Projects	SP - Skills Performance
CP - Case Plan	Intern - Internship	PS - Problem Solving	T - Tests
CS - Case Study	J - Jury	Q - Quizzes	UT - Unit Tests
DB - Discussion Board	JP - Judged Perf/Exh	R - Recital	W - Writing Assignments
DE - Documented Essays	Obs - Teacher Observ	RP - Research Papers	
E - Essays	OT - Objective Tests	RPT - Report/Presentation	

MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

The course instructor will be delivering course content through material using various visual aids. Students are expected to be attentive and are encouraged to ask questions. Teaching strategies may include: participation, demonstrations, lecture, presentations, critical thinking and cooperative groups. Student online engagement and participation is expected. Students are expected to read all assigned material, and complete assigned projects in a timely manner to enable reflections and revisions on the final product.

ASSIGNMENT AND/OR COURSE OUTLINE

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