

MGED 3222
Integrated Reading to Learn: Reading Pedagogy across Content Areas
Spring 2008 • Tuesday/Thursday 11:30 a.m.-12:45 p.m. • University Hall 381
Department of Teacher Education, Augusta State University

Instructor: Jackie Tobias, Ph.D.
Phone: 706-667-4504

Office: University Hall 373
E-mail: jtobi@aug.edu

Office Hours: T/TH 2:30-5:30 p.m. and by appointment.

COURSE DESCRIPTION: Students will develop strategies to effectively engage middle grade students in reading across content areas. Students will develop approaches which emphasize reading as a means to learn. Students will also develop strategies to enable students to deal with reading deficiencies and other challenges students may face as readers in the middle grades.

Prerequisites: Admission to Teacher Education and MGED 3213

COURSE OBJECTIVES:

As a result of this course, students will be able to:

1. describe the characteristics of adolescent readers
2. describe the reading process
3. use research-based strategies to help middle school students become better readers and writers
4. use research-supported theory to adapt and develop literacy teaching strategies in the context of content-area instruction.
5. assess students' reading and writing and use assessment to guide instruction
6. apply the understandings and skills in objectives 1-5 in field experience placements and participate in critically evaluating their effectiveness.

NATIONAL STANDARDS:

This course addresses the IRA/NCTE Standards for the English Language Arts (<http://www.readwritethink.org/standards/index.html>), the Five Core Propositions of the National Board (<http://www.nbpts.org/about/coreprops.cfm>), and the INTASC Standards (<http://www.emu.edu/maed/INTASC.html>). IRA Standards 1, 3, 4 & 5.

STATE STANDARDS:

To view Georgia Department of Education, English Language Arts Standards, go to <http://www.georgiastandards.org/english.aspx> .

CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED:

Students will:

1. Understand the central concepts, tools of inquiry, and structures of the discipline and be able to create learning experiences that make these aspects of subject matter meaningful for learners.
2. Understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
4. Use knowledge of effective verbal, nonverbal, and information technology techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Plan instruction based on knowledge of subject matter, the learners, the community, and curriculum goals.

9. Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seek the opportunity to grow professionally.

ATTENDANCE POLICY: Attendance in class is expected. You should come prepared to discuss the materials assigned and to participate in class discussions. Much of the learning will arise from the interactions within the classroom environment in large and small discussion groups. According to the attendance policy in the Augusta State University Catalog, “A student must not be absent from laboratory periods, announced quizzes and tests, or final examinations unless the reasons for the absences are acceptable to the concerned professors.” This policy also addresses multiple absences: “If student has been absent for more than the equivalent of 10% of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences.” In a 16 week semester, this translates to approximately 3 days for Tuesday/Thursday classes. Tardies and early exits interrupt the class and should be avoided; they may be counted as absences at the instructor’s discretion. Please keep all pagers and cell phones OFF during class time.

ACADEMIC HONESTY: : “In an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive their respect. The erosion of honesty is the academic community’s ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members” (Augusta State University Catalog). Exclusions to academic honesty are listed in detail, and each is a serious offense. The most common offense, plagiarism, is the presentation as original work of ideas, words or thoughts belonging to someone else. **You must provide a citation for any specific words, ideas, images, etc. taken from another source.** Any project or paper containing incidents of plagiarism will, at a minimum, receive no credit or grade.

DISABILITY/OTHER-ABILITY: If you have special needs and wish to receive accommodations in class, please contact the Office of Disability Services in Bellevue Hall.

EVALUATION/GRADING:

Much of the learning in this course takes place during class as students interact with one another and the instructor. Therefore, regular attendance and active, engaged participation are essential. Throughout the semester, feedback on students’ work will be provided orally and in writing by both the instructor and peers. Specific guidelines for assessment of assignments will be provided and/or developed in class. In addition, reflective writing activities will provide students with opportunities for self-evaluation of their learning and growth. Submitting assignments on due dates is expected. If unusual circumstances prevent a student’s attendance in class when an assignment is due, the student must contact the professor as late papers are not acceptable. On the extremely rare occasion a late paper is accepted, ten percent of the grade will be forfeited.

***Note: A failure of the field experience/lab constitutes a failure of this class regardless of other grades.**

Grading Scale: A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = Below 60

COURSE REQUIREMENTS:

- 10% Regular and punctual attendance, **preparedness** for and **active participation** in class (1 absence = -3%)
- 20% Reading response letters and/or quizzes
- 15% Critique of Journal Article and presentation
- 10% Text Sets
- 15% Guided Reading (DRTA) Lesson & Analysis
- 30% Impacting Student Learning Portfolio*
- c/nc* Lesson sharing and other in-class activities

*Credit/No credit: Part of participation grade. Credit must be earned to receive a final grade. Students are expected to check their ASU Campus Pipeline Account daily as messages may be forwarded from your instructor. This will be especially important during lab. Students are also expected to use *LiveText* to create and submit many of their assignments throughout the semester. A discussion board in *LiveText* will be used during lab, and you will be expected to post responses.

REQUIRED TEXTS:

- Beers, G. K. (2003). *When kids can't read, what teachers can do: a guide for teachers, 6-12*. Portsmouth, NH: Heinemann.
- Tovani, C. (2004). *Do I really have to teach reading?: content comprehension, grades 6-12*. Portland, Me.: Stenhouse.
- Course Reader (purchased at ASU Copy Center, Warehouse 204)
- LiveText* membership

ALPHABETICAL BIBLIOGRAPHY OF SUPPLEMENTAL READINGS (IN COURSE READER):

- Bird, S., & Vickey, G. (2007). Books for young adolescents: Lessons of hope. *Voices from the Middle, 15*(2), 50-52.
- Blachowicz, C. and Obrochta, C. (2005). Vocabulary Visits: Virtual field trips for content vocabulary development. *The Reading Teacher, 59*(3), 262-270.
- Blair, T. R., Rupley, W. H., & Nichols, W. D. (2007). The effective teacher of reading: Considering the “what” and “how” of instruction. *The Reading Teacher, 60*(5), 432-438.
- Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. *Journal of Adolescent & Adult Literacy, 50*(7.2), 528-537.
- Cole, A. D. (2006). Scaffolding beginning readers: Micro and macro cues teachers use during student oral reading. *The Reading Teacher, 59*(5), 450-461.
- Cooter, K.S. (2006). When mama can't read: Counteracting intergenerational illiteracy. *The Reading Teacher, 59*(7), 698-703.
- Dean, D., & Grierson, S. (2005). Re-envisioning reading and writing through combined-text picture books. *Journal of Adolescent & Adult Literacy, 48*(6), 456-468.
- Golden, J. (2007). Literature into film (and back again): Another look at an old dog. *English Journal, 97*(1), 24-30.
- Hobbs, R. (2005). What's news? *Educational Leadership, 63*(2), 58-61.
- Lesesne, T. S. (2007). Books for young adolescents: Reading the signs. *Voices from the Middle, 15*(1), 46-49.
- Lesesne, T. S. (2002). What books should anyone working with teens know? *Voices from the Middle, 9*(3), 47-52.
- Lobron, A., & Selman, R. (2007). The interdependence of social awareness and literacy instruction. *The Reading Teacher, 60*(6), 528-537.
- Singer, J., and Shagoury, R. (2005/6). Stirring up justice: Adolescents reading, writing, and changing the world. *Journal of Adolescent & Adult Literacy, 49*(4), 318-339
- Trier, J. (2006). Teaching with media and popular culture. *Journal of Adolescent & Adult Literacy, 49*(5), 434-441.
- Williams, B. (2005). Leading double lives: Literacy and technology in and out of school. *Journal of Adolescent & Adult Literacy, 48*(8), 702-707.

GUIDELINES FOR SPECIFIC COURSE REQUIREMENTS

RESPONSE LETTERS: Several times during the semester you will write a letter to me in which you reflect on course readings, in-class activities, and anything else that seems related. The letters should include questions, connections to the class sessions or your own experience, connections between readings, speculations about teaching practices, etc. In general, you should avoid extensive summary of the readings or class lectures and activities. Rather, use them as a jumping off point for doing some “thinking on paper.” The more engaged and thoughtful your letters, the more interesting and useful this experience will be. As a general rule, your letter should be 2-3 pages (typed) in length.

WRITE A CRITIQUE: Find and critique an article from one of the following journals: *The Reading Teacher*, *Journal of Adolescent and Adult Literacy*, *Reading Research Quarterly*, *Reading Online*, *English Journal*, *Voices in the Middle*, *Language Arts*, or *Educational Leadership*.

See “Writing a Critique”: <http://www.rpi.edu/web/writingcenter/critique.html>

CONTENT AREA TEXT SET: Develop a text set specifically for a unit of instruction in your class. Use Tovani, pages 43-48 as your guide. Your text set should be an annotated list of materials for one topic (reading levels should be appropriate for your current students). For each item in your text set, write a brief description and how it will contribute to knowledge about the chosen topic. Use a variety of print texts.

DIRECTED READING/THINKING ACTIVITY – DRTA: Select an appropriate text or trade book and create a Directed Reading Teaching Activity. Guidelines and instructions are in the Course Reader.

LESSON SHARING: Demonstrate one literacy lesson strategy that could be used in your own classroom. Distribute a handout to each member of the class with a detailed explanation of the strategy and/or patterns. This can be one of the strategies you plan to use with the student you are tutoring.

INTERNET WORKSHOP (FOR PORTFOLIO)

1. Find five **high-quality** internet sites that will be helpful to you as a teacher of reading. Here is one to get you started: <http://school.discoveryeducation.com/schrockguide/>
2. Evaluate the site for quality of content, ease of navigation, usefulness of information, multicultural choices, and so on.
3. ReadWriteThink <http://www.readwritethink.org/lessons>
4. and MarcoPolo

PROFILE OF A MIDDLE GRADES READER (Part of ISL)

While in the lab, complete a diagnostic reading assessment that will enable you to compile a profile on a student you will be assigned to tutor. Remember to use only the student’s initials. The profile should be in narrative form and should include the following:

1. Demographic data about the community, school, and students in the class you are teaching
2. Biographical data – include age, grade level, retentions (if any), standardized test scores if available, unusual situations.
3. Attitude toward reading, interests, classroom behaviors, etc.
4. Description of tests administered to determine which strategies to use. Place, time, number of sessions, problems, writing samples, etc.
5. Summary of test results

6. Strengths – describe the student’s strengths. Don’t forget things like attitude and willingness. Include details.
7. Weaknesses – describe the student’s weaknesses. Again, don’t forget things like attitude and self-concept. Include details.
8. Describe the strategies you plan to use to tutor this student and how you plan to use them.

COMPILE AN ISL PORTFOLIO of the work you complete while working with your student. Your portfolio should be neatly and logically organized and include a Table of Contents. The following sections should be separated with clearly labeled dividers:

1. Profile of a Middle Grades Reader (see above)
2. Tutoring lesson plans and assessments
3. Reflection and Refinement (ISL Essay)

The ISL reflective essay documents your impact on student learning. Use the ISL Assessment Rubric in the Handbook to guide your analysis when writing the reflective essay. Include in this essay a brief description of your learner and learning goals, the strategies you used and why you chose those particular strategies, the formative assessments you used, and how your instruction impacted (or didn’t) your student. Also include suggestions for continued instruction for your student.

FIELD EXPERIENCE REQUIREMENTS

1. Prepare a school/class/student profile.
2. Observations/experiences: Post your observations to the LiveText Discussion Board each week and reply to other posts. Share your knowledge and advice generously. You should have at least one entry and one response for each of the five weeks you are in lab. Remember the confidentiality of your students when posting to the discussion board. Avoid using students’ real names or initials.
3. Plan and teach/co-teach as often as you can. Use a variety of reading strategies and note the impact.
4. Tutor one student at your lab school for approximately **one hour, two times per week** during the five-week lab. Based on the diagnostic you administered, develop short lesson plans for each time you tutor your student. Plans should include an objective (focus on a specific learning outcome for the student), the reading skill or strategy you are teaching, and the procedures you use. Try a variety of teaching practices which actively involve the student. After each lesson, analyze your formative assessments (informal assessments) made during each lesson. This will help you determine what to do at the next session (implications for teaching). At the conclusion of the tutoring experience, administer the Form A assessments to determine if growth has occurred. This will be your summative assessment. Write your reflective essay based on these experiences. See below.

****Ask your mentor teacher to help you choose a student to tutor. For this assignment, do not choose a special needs student or a student with known discipline or attendance issues. Your student should be a struggling/striving reader, but he/she must have a good attendance record and be willing to be tutored.**