

EDTD 6225: Reading across the Curriculum  
Spring 2009  
Mondays 5:30 – 8:45 p.m.  
January 7 – March 3  
Department of Teacher Education, Augusta State University

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Course Description: This course is designed for content area teachers who wish to improve their students' ability to read and comprehend subject area materials. Emphasis is placed upon teaching for understanding by taking advantage of the contributions of literacy processes (listening, speaking, thinking and reading) to content area achievement. Topics include readability of texts; sources for the incorporation of reading across the curriculum; strategies to improve reading in all subject areas; study techniques and assessment.

Prerequisite: Admission to the graduate program.

Course objectives:

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

1. Effectively and efficiently infuse reading into the content areas.
2. Use research-based strategies to help students become better readers.
3. Scaffold students' comprehension, learning and engagement with print and visual texts.
4. Teach comprehension and study strategies.

See also the Five Core Propositions at [www.nbpts.org](http://www.nbpts.org).

Course Requirements:

1. Attendance and active participation in class discussion and class activities. 12 points (2 points/class meeting).
2. Reading Interest Survey – Live Text and hard copy: Will we discuss and examine sample surveys in class. Select or develop a survey, administer this to your students, present the data collected from this survey and write a summary of the results. Submit a blank survey, the results of the survey and a typed summary of your findings. We will share these during the 2<sup>nd</sup> class meeting. 24 points.
3. Research/Article Response – Live Text and hard copy: Read the assigned research article(s) and submit a typed response to each assigned reading. Each response should include your professional thoughts on the article(s) as well as how the reading relates to your classroom experiences. Due 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> class meetings – 5 points each/20 total points.
4. Reading Across the Curriculum Sources – Live Text and hard copy: Share the sources you are using with your students by creating a source document aligned to your curriculum. Include the following information: grade level and course; standards addressed through the use of the source, source type (book, newspaper article, Internet site, video, etc.) with APA citation (ISBN noted on print sources) as well as an adequate description of how each source is

- effectively used with your students. Minimum – 20 sources. Due 3<sup>rd</sup> class meeting – 20 points.
5. Reading across the Curriculum: Strategies for Implementation – Live Text and hard copy: Throughout this course, we will explore a number of strategies that can be used to help teachers teach reading in the content areas. This assignment will enable you to compile your strategies in the following areas: preparing students for reading/pre-reading, assisting students during reading and the reflection/evaluation phase of reading. This exercise is truly for your benefit, so arrange it in such a way that allows you, and hopefully others, to reference it to find strategies designed to teach reading across the curriculum. A minimum of 8 strategies representing each of the three phases (pre-reading, reading and post-reading) with a description of each explaining how the strategy would be implemented in the classroom is expected. Take photos and/or scan student work to attach if it will help us better understand how you implemented the strategy. Pre-reading strategies due 4<sup>th</sup> class meeting; During-reading strategies due 5<sup>th</sup> class meeting; Post-reading strategies due 6<sup>th</sup> class meeting. 8 points each/24 total points.

**Evaluation/Grading:**

Attendance and active participation is required. If you must miss class, please contact me at my cell number prior to class. Leave a voice or text message regarding the reason for your absence.

Each week attendance will be taken at the beginning of class and students are to maintain regular attendance to attain maximum success in the pursuit of their studies. In accordance to Augusta State University's attendance policy, one absence will be allowed during the duration of this course. Thereafter, each subsequent absence will result in the lowering of the final score by one letter grade. We will only meet for 8 weeks (6 class meetings due to holidays), thus it is imperative to attend all class sessions. All matters related to student absences, including the make-up of work missed, are to be arranged between the student and the professor. Failure to turn in an assignment on the due date will result in a 10% deduction for each class day the assignment is late.

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

**Required Text:**

Subscription to LiveText through the ASU bookstore.

**Bibliography of supplemental readings and resources:**

Allen, Janet (2004). *Tools for Teaching Content Literacy*. Portland, ME: Stenhouse.

Beers, K. (2003). *When Kids Can't Read: What Teachers Can Do*. Portsmouth, NH: Heinemann.

Daniels, H, & Bizar, M (2005). *Teaching the Best Practices Way: Methods that Matter K-12*. Portland, ME: Stenhouse.

Fisher, D., Brozo, W., Frey, N., & Ivey, G. (2007). *50 Content Area Strategies for Adolescent Literacy*. Upper Saddle River, NJ: Pearson Education.

- Lewin, L. (2003). *Paving the Way in Reading and Writing: Strategies and Activities to Support Struggling Students in Grades 6 - 12*. San Francisco, CA: Josey-Bass.
- Lewis, V., & Mayes, W. (2004). *Valerie & Walter's Best Books for Children; A Lively, Opinionated Guide*. New York, NY: HarperCollins.
- Morrow, L., Gambrell, L & Pressley, M. (Ed.). (2003). *Best Practices in Literacy Instruction*. New York, NY: The Guilford Press.
- Richardson, J., Morgan, R., & Fleener, C. (2006). *Reading to Learn in the Content Areas*. Belmont, CA: Thomson Higher Education.
- Russell, W. (1984). *Classics to Read Aloud to Your Children*. New York, NY: Three Rivers Press.
- Shanker, J., & Ekwall, E. (2003). *Locating and Correcting Reading Difficulties*. Upper Saddle River, NJ: Pearson Education.
- Tovani, C. (2000). *I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers*. Portland, ME: Stenhouse Publishers.
- Yell, M., Scheurman, G., & Reynolds, K. (2004). *A Link to the Past: Engaging Students in the Study of History*. Silver Spring, MD: National Council for the Social Studies.