SOUTHERN WESLEYAN UNIVERSITY

EDUC 5273

Teaching Reading in the Middle and Secondary School Content Areas

School of Education

VERSION NUMBER

Mission

Southern Wesleyan University is a Christ-centered, student-focused learning community devoted to transforming lives by challenging students to be dedicated scholars and servant-leaders who impact the world for Christ.

To help men and women become all God intends them to be through an excellent learning experience that promotes intellectual inquiry, fosters spiritual maturity, equips for service, and mobilizes leaders whose lives transform their world through faith, knowledge, love and hope as they serve Jesus Christ and others.

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university's teacher education programs are also approved by the South Carolina State Board of Education.

Teaching Reading in the Middle and Secondary School Content Areas
EDUC 5273

Course Description

This course is designed for content area teachers to learn how to improve student reading and comprehension in their subject areas. Class members will participate in activities and strategies to help students be better able to read and understand information content area information and ideas.

Enduring Understandings

1. Most students find content area reading more difficult to master than reading for fun.
   Therefore, connect content area reading to everyday life,

2. Students are more likely to master content area information (a) if it is organized and represented through a variety of ways, and (b) if students respond to new learning through visual and/or verbal projects.
   Therefore, have students respond to content verbally, visually, and/or artistically with partners or small groups, using such aids as graphic organizers, outlines, essays, role play, charts, organizers, debates, papers,

3. Students can learn from each other through groups, projects, and artistic products.
   Therefore, allow students to participate appropriately as individuals, with a partner, or in small groups.

Course Learning Outcomes

The student will:

- Acquire content area strategies from appropriate educational articles/books/research.
- Distinguish among the concepts of literacy, multiple literacies, and new literacies.
- Describe the characteristics of "Millennials."
- Describe and explain ideas about how to use visualization to enhance student learning.
- Adopt various strategies for improving student comprehension and reading ability, including use of Lexile range/scores to measure progress.
- Demonstrate several basic strategies or teaching content area vocabulary in their classrooms.
- Design lessons which include English Language Learners.
- Demonstrate strategies for teaching content area vocabulary and reading strategies.
- Use and explain the purposes and uses of inquiry-based learning for his/her content area.
- Use technology to obtain information about teaching and learning.
- Use a variety of modes of representing ideas to expand student thinking and abilities.
- Integrate and apply new ideas for teaching reading through content area classes.

Course Learning Assignments and Assessments

Grading Guidelines

The final grade for the course will be computed according to the following percentages.

Assessments	Percentage
Discussion Boards	30%
Journal Articles	20%
Lesson Plans	5%
Learning Characteristics and Strategies	15%
Technology Integration	10%
Reading Strategies PowerPoint	20%
Total	**100%**

Discussion Boards – 30% (15 discussions)

Enter description for Guideline1

Journal Articles – 20% (2 papers)

Select three articles from professional education journals related to each of the two topics for the two different assignments. Topics are:

Journal Article 1 – Multiple Literacies – due Session/Week 1
Journal Article 2 – Inquiry-Based and Problem-Based Learning – due Session/Week 4

Each of the topics will be specifically discussed in the specific sessions. Write one analytical paper that summarizes and critiques the main ideas from all readings. Include in each paper why you chose the selections, how they relate to each other and the implications for practice. This analytical paper should be 2 to 3 ½ pages. Review the supplemental instructions for these assignments located in the Files. (Due 1st and 4th sessions)

Lesson Plans – 5%

Select one important content standard that has shown to be difficult for your students to master. Write a lesson plan (your format) with at least two content area reading strategies that you can use to help students improve their understanding of content. Explain why you chose these strategies and how you will assess student improvement in understanding. (Due 2nd session)

Learning Characteristics and Strategies – 15%

Choose an important standard/objective from your content area. Select four of your students (use pseudonyms) who are reading at different levels. Describe the learning characteristics of each student. Describe how you could assist each student (strategies, auditory, visual, projects, etc.) in developing better understanding of the standard/ objective. (Due 3rd session)

Technology Integration – 10% (2 assignments)
There are two technology integration assignments. Each assignment is valued 5%.

Technology Integration 1 is focused upon a standard in your content area. Select an important standard from your content area. Describe at least 2 ways to integrate technology into your curriculum in order to improve student comprehension of this standard. Include how you will assess student ability to use the technology. A written description of the means of the technological integration is required. (Due 5th session)

Alphabet Book (Technology Integration 2) is focused upon vocabulary or concepts. Devise an electronic alphabet book for your subject area that would include the important words or concepts anyone needs to understand about your topic. Put one letter on each page, for a total of 26 pages, plus an introduction to your project. Add pictures or clip art that would enhance the information you have written. (Due 6th session)

Reading Strategies PowerPoint – 20%
Use a PowerPoint to describe six major strategies or teaching activities you have learned (or rethought) during this course— at least one individual, one small group, and one large group –designed to help your students improve reading and comprehension. Indicate your favorite strategy to use with an individual and your favorite strategy to use with groups. At least 18 slides (three slides per strategy) should be used. You may include an introduction and a conclusion along with a reference page. Use APA formatting. (Due 7th session)

GRADE EQUIVALENCY TABLE

Percentage Value	Letter Grade	Numeric Value for GPA
100-96	A	4.0 -3.9
95-93	A-	3.7
92-90	B+	3.4
89-87	B	3.0
86-84	B-	2.7
83-81	C+	2.4
80-78	C	2.0
77-75	C-	1.7
74-73	D+	1.4
72-70	D	1.0
Below 70	F	0.0

NC	No Credit (does not affect GPA)
P	Pass (equivalent to C or higher)
S	Satisfactory completion but no credit toward degree
I	Incomplete
W	Withdrew from the University
WIP	Work in Progress

WRITTEN REPORT GUIDELINES

The following guidelines should be used for written reports submitted by individuals:

- The length of the report will be determined by the faculty member.
- The report should be typed, double-spaced, front side only, in Times New Roman 12-point font. Titles, etc., can be in a larger font size.
- Students must follow APA format for proper grammar, spelling, sentence/paragraph structure, and footnote or endnote structure. All cases are to be written in the third person as a professional paper.
- A cover sheet should include the student's name, course number, the report title, faculty member's name, and the date submitted.
- Titles for each section may be used if the student desires.

TEXTBOOK

McLaughlin, M. (2010). *Content area reading: Teaching and learning in an age of multiple literacies.* Pearson: New York.

Supplemental Readings

Additional readings to support your understanding of course content are found in Files.

"For I know the plans I have for you," declares the Lord,

"plans to prosper you and not to harm you,

plans to give you hope and a future."

Jeremiah 29:11

TECHNOLOGY REQUIREMENT

To be successful in this course, all participants are expected to have access to a reliable Internet connection, an updated Internet browser (preferably Internet Explorer or Firefox), a PDF reader, a Flash Player, and Microsoft Office. Participants will also need access to a computer that has speakers, a sound card, and a video card capable of 800 x 600 pixel resolution.

In addition, the course site and SWU e-mail are the primary tools for class communication, assignments, handouts, etc. Therefore, all participants must have access to the course site and SWU e-mail. Participants are expected to access the course site and SWU e-mail on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

SWU is not responsible for and does not provide technical support for home computers. However, if a student needs to reach technical support personnel, he/she should send an e-mail to helpdesk@swu.edu or call 864.644.5050.

EDUC 5273 – SESSION ONE

Objectives	Assignments/Assessments To be Completed During this Session

Essential Question
 	
- How can a teacher use the concepts of multiple literacies to assist their "millennial" students?
 	
Students will be able to:
 	
- acquire content area strategies from appropriate educational articles/books/research.
- distinguish among the concepts of literacy, multiple literacies, and new literacies.
- describe the characteristics of "Millennials."
 	
Scripture of the Week:
 	
Steep your life in God-reality, God-initiative; God-provisions.
Don't worry about missing out. You'll find
 	
All your everyday human concerns will be met.
 	
Matthew 6:33 The Message
	Each student will
	
	1. Read and study chapters 1-3, pp.1-41
	
	2. Watch YouTube Presentations on
	   • A Vision of 21st Century Teachers
	   • A Vision of k-12 Students Today
	   • Habits of Mind
	   • Multiple Literacies
	
	3. Discussion Board 1: Jason Frand's suggestions regarding millennials and the "information-age" Mindsets.
	
	4. Discussion Board 2: Discuss how constructivism could support your teaching.
	
	5. Write an analytical paper (Journal Articles Review 1) focusing upon Multiple Literacies.
	
	****Specific directions for discussions and assignments are found in the modules.
	
	****Supplemental readings are found in Files.

EDUC 5273 – SESSION TWO

Objectives	Assignments/Assessments To be Completed During this Session

Essential Question
 	
    ☐ How can a teacher develop skills to engage students in activities that will improve students' reading skills?
 	
Students will be able to
 	
    ☐ describe and explain ideas about how to use visualization to enhance student learning.
    ☐ adopt various strategies for improving student comprehension and reading ability, including use of Lexile range/scores to measure progress.
 	
http://lexile.com/m/uploads/
downloadablepdfs/Lexiles-in-the-Classroom.pdf
 	
Scripture of the Week:
 	
Keep my message in plain view at all times. Concentrate!
 	
Learn it by heart! Those who discover these words live; really live;
 	
Body and soul, they're bursting with health.
 	
Proverbs 4:21-22 The Message
	Each student will
	
	1. Read and study chapters 4-5, pp.42-71
	
	2. Watch YouTube Presentations on
	    • Visualizing: Making Mental Images
	    • The Lexile Framework for Reading
	    • Analyzing Classroom Text to Find Lexile
	
	3. Discussion Board 1: Describe and discuss at least three ideas using visualizing. Use at least two lessons from your content area that could effectively use one of these formats.
	
	4. Discussion Board 2: Compare and contrast at least six ways to engage students during reading.
	
	5. Lesson Plan: Select one important content standard that has shown to be difficult for your students. Write a lesson plan with at least two content area reading strategies that you can use to help students improve their understanding of content.
	
	****Specific directions for discussions and assignments are found in the modules.
	
	****Supplemental readings are found in Files.

EDUC 5273 – SESSION THREE

Objectives	Assignments/Assessments To be Completed During this Session

Essential Question
 	
    ☐ How can a teacher use resources to improve vocabulary of English Language Learners?
 	
Students will be able to
 	
    ☐ Demonstrate several basic strategies for teaching content area vocabulary in their classrooms.
 	
Scripture of the Week:
 	
Getting wisdom is the wisest thing you can do!
 	
And whatever else you do, develop good judgment.
 	
Proverbs 4:7 NLT
	Each student will
	
	1. Read and study chapters 6-7, pp.78-111.
	
	2. Watch YouTube Presentations on
	    • Sketch to Stretch
	    • Venn Diagrams - Math
	
	3. Discussion Board 1: Discuss at least three teaching strategies to use in your content area supporting students' utilization of comprehension strategies while extending their thinking.
	
	4. Discussion Board 2: Discuss how you would adjust the SQ4R strategy to include website reading. Share how you would explain it to your students.
	
	5. Learning Characteristics and Strategies: Choose an important standard/objective from your content area. Select four of your students (use pseudonyms) who are reading at different levels. Describe the learning characteristics of each student. Describe how you could assist each student in developing better understanding of the standard/objective.
	
	****Specific directions for discussions and assignments are found in the modules.
	
	****Supplemental readings are found in Files.

EDUC 5273 – SESSION FOUR

Objectives	Assignments/Assessments To be Completed During this Session

Essential Question
 	
    ☐ How can a teacher identity and adapt resources to assist English Language Learners?
 	
Students will be able to
 	
    ☐ design lessons which include English Language Learners.
    ☐ demonstrate strategies for teaching content area vocabulary and reading strategies
 	
Scripture of the Week:
 	
Fix your thoughts on what is true, and honorable,
 	
And right, and pure, and lovely, and admirable.
 	
Think about things that are excellent and worthy of praise.
 	
Philippians 4:8 NLT
	Each student will
	
	1. Read and study chapters 8-9, pp. 112-156.
	
	2. Watch YouTube Presentations on
	    • Asking Higher Level Thinking Questions
	    • Social Constructivism: Literature Circles
	    • Content Area Literacy - Algebra
	
	3. Discussion Board 1: Discuss at least three teaching strategies to use in your content area supporting students' utilization of comprehension strategies while extending their thinking.
	
	4. Discussion Board 2: Discuss how you would adjust the SQ4R strategy to include website reading. Share how you would explain it to your students.
	
	5. Learning Characteristics and Strategies: Choose an important standard/objective from your content area. Select four of your students (use pseudonyms) who are reading at different levels. Describe the learning characteristics of each student. Describe how you could assist each student in developing better understanding of the standard/objective.
	
	****Specific directions for discussions and assignments are found in the modules.**
	
	****Supplemental readings are found in Files.**

EDUC 5273 – SESSION FIVE

Objectives	Assignments/Assessments To be Completed During this Session

Essential Question
 	
   ☐ How can teachers use inquiry-based learning and project-based learning to improve students' thinking skills?
 	
Students will be able to
 	
   ☐ use and explain the purposes and uses of inquiry-based learning for his/her content area.
use technology to obtain information about teaching and learning.
 	
Scripture of the Week:
 	
This is a large work I've called you into, but don't be overwhelmed by it.
 	
It's best to start small. Give a cool cup of water to someone who is thirsty,
 	
For instance. The smallest act of giving or receiving makes you a true apprentice.
 	
Matthew 10:41-42 The Message
	Each student will
	
	1. Read and study Chapters 10-11, pp. 157-193.
	
	2. Watch YouTube Presentations on
	
	    • Blogging in the Classroom
	    • Using Wikis in the Classroom
	    • Teaching with Web 2.0 Technologies
	
	3. Discussion Board 1:Describe and discuss the purpose of informal writing in content areas.
	
	4. Discussion Board 2: Discuss how you will integrate technology in to your teaching in your content area.
	
	5. Technology Integration I: Describe at least 2 ways to integrate technology into your curriculum to improve student comprehension of a selected standard in your content area.
	
	****Specific directions for discussions and assignments are found in the modules.
	
	****Supplemental readings are found in Files.

EDUC 5273 – SESSION SIX

Objectives	Assignments/Assessments To be Completed During this Session
Essential Question ☐ How can teachers encourage students to use various modes of representation for their ideas? **Students will be able to** Use a variety of modes of representing ideas to expand student thinking and abilities. **Scripture of the Week:** *Therefore encourage one another and build each other up, Just as in fact you are doing.* 1 Thessalonians 5:11 NIV	**Each student will** 1. Read and study Chapters 12 – 13, pp. 157 – 193. 2. Watch YouTube Presentations on • Inquiry-Based Learning • Problem-Based Learning • Super Base (WSHS Math Rap Song) 3. Discussion Board 1: Explain and discuss "multiple modes of representation" as it applies to using the arts in your content area. 4. Discussion Board 2: Construct a cinquain and a diamante for two different persons in your content area. 5. Discussion Board 3: Write new lyrics to a familiar tune to describe the exploits of a person who played a large role I your content area. 6. Alphabet Book (Tech Integration II): Devise an alphabet book for your subject area to include words or concepts. ****Specific directions for discussions and assignments are found in the modules.** ****Supplemental readings are found in Files.**

EDUC 5273 – SESSION SEVEN

Objectives	Assignments/Assessments To be Completed During this Session

Essential Question
 	
    ☐ How can teachers incorporate new strategies and activities into their classrooms?
 	
Students will be able to
 	
    integrate and apply new ideas for teaching reading through content area classes.
 	
Scripture of the Week:
 	
We should make the most of what God gives, both the bounty and the capacity to enjoy it, accepting what's given and delighting in the work.
 	
Ecclesiastes 5:19 The Message
	Each student will
	
	1. Read and study chapters 14-15, pp. 231-270.
	
	2. Watch YouTube presentations on
	
	    • Popham: Formative and Summative Assessment
	
	    • Rick Wormeli: Formative and Summative Assessment
	
	3. Discussion Board 1: Consider the modes of representation you use and do not use. Reflect upon your utilization of each.
	
	4. Discussion Board 2: Describe three challenges you have experienced in your teaching career.
	
	5. Reading Strategies PowerPoint: Use a PowerPoint to describe instructional strategies or teaching activities you have learned (or re-thought) during this course.
	
	****Specific directions for discussions and assignments are found in the modules.
	
	****Supplemental readings are found in Files.

Course Policies and Miscellaneous Information

Attendance Policy

Face-to-face sessions are held once a week for four hours, and attendance is mandatory. At these sessions, the entire class meets with the facilitator who maintains attendance records and submits the records to the AGS office.

Attendance in distance learning courses is based on the completion of at least one designated assignment by the due date/time posted within the course site for each session. Distance learning activities may include lecture, assignments, readings, forums, and assessments (e.g. quizzes, tests).

Hybrid courses are a combination of online and classroom activities. Students are expected to attend all campus class meetings as well as to adhere to posted online deadlines for assignments. Classroom attendance will be taken in class by the instructor. Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, forums, and assessments (e.g. quizzes, tests).

A pattern of absences is unacceptable and will be dealt with in the manner stated below. By agreement with the facilitator, one session during an individual course may be missed if work is made up. The absence must be reflected in the class participation portion of the student's final grade. There is no provision for a student to miss more than **25%** of the sessions in any one course. In most cases, missing more than one session exceeds the 25% limit**.** Any student who misses more than 25% of the sessions for any course shall receive a grade of F or No Credit for that course and shall be required to repeat the course at their expense.

Academic Integrity

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. Members of this community of learners (students, faculty, staff, and administrators) are expected to treat each other as honorable until this trust is betrayed. Any form of academic dishonesty (including cheating, plagiarism, and falsification of documents) constitutes a serious breach of trust. No form of academic dishonesty will be tolerated.

If a student has cheated, that student should voluntarily come forward and confess. If the student does so, the penalty is a failing grade of F on the work involved. If the student admits guilt only after being confronted, the penalty is both a grade of F on the work involved and a 10% grade reduction in the course. If a faculty member is convinced that a student has cheated and the student does not admit the offense, the faculty member may assess a grade of NC or F for the course. (See Grade Appeal Procedure of the AGS Handbook for additional information.) Plagiarism (the use of another's material, methods, or ideas without giving the originator proper credit) and fabrication (forging or inventing information) are special forms of cheating. It is the responsibility of each student and faculty member to properly follow the Modern Language Association (MLA) or the American Psychological Association (APA) style of documentation to avoid plagiarism. Any student found guilty of plagiarism or fabrication will receive a grade of F as outlined in the paragraph above. Academic dishonesty outside the context of a course will be dealt with in a manner appropriate to the situation. The penalty may include expulsion from the university, and, in cases of fraud, appropriate legal action. Appeals in these cases will be heard by the provost with final appeal to the Academic Council.

Accommodations for Students with Disabilities

Accommodations can be made for students with disabilities, as outlined in "Services for Students with Disabilities," at http://my.swu.edu . Any student desiring accommodations must send the request and all documentation to the Student Services Coordinator at the learning center where he/she attends classes. The Student Services Coordinator will forward the materials to Martha Mishoe (mmishoe@swu.edu), Coordinator of Student Learning Services for Southern Wesleyan University.

Appendix A

Instructions for Using Smarthinking

Smarthinking offers FREE online tutoring 24 hours a day, 7 days a week. You can connect with a highly qualified tutor in a live, interactive whiteboard environment to get help with writing, math, statistics, accounting, economics, biology, chemistry, physics, and more.

Note: To create your FREE account in Smarthinking, you must access mySWU and follow the steps below.

Getting Started

1. Go to https://my.swu.edu and log on to **mySWU**.
2. In the **Menu bar** at the top of the page, click on the **Students** tab.
3. Under the **Other Resources** box, click on **Tutoring/Accommodations**.
4. In the sidebar on the left-hand side of the page, click the **Smarthinking** link.
5. In the **Creating a Smarthinking Account** on the right, choose the appropriate link (**AGS or Traditional)** to create an account.
6. Complete the **Account Creation Form**, and then click **Continue** at the bottom of the page.
7. This will take you to your **Homepage** of Smarthinking.
8. From this point on, you will go directly to **www.smarthinking.com** to login to your account, using your own login and password.

Additional Information

There are many tutoring options available on the Smarthinking Website. Each option has a "Tell Me How" feature. Use the dropdown menu next to each option to choose what you would like to do.

The "Submit Your Writing" option provides detailed feedback on your writing assignments. Assistance is available for all types of writing from a simple paragraph to a research paper. Use the dropdown menu to choose the appropriate option for your submission. Documents must be in a .doc, .rtf, or .txt format to upload. A tutor will read your paper and will send feedback to your Smarthinking inbox within 24 hours. Please note that the tutors will not edit or rewrite a paper for you.

If you need help using Smarthinking, click on the **SMARTHINKING Student Handbook** in the Customer Support & FAQ area of your homepage or contact Customer Support at support@smarthinking.com or (888) 430-7429 ext. 1 (Monday-Friday, 8am – 6pm ET). For on campus help, call Martha Mishoe at (864) 644-5036.

October 2012

Appendix B
LEARNING TEAM EVALUATION FORM

NOTE: This form is to be completed by each team member in confidence. The instructor should also maintain confidentiality.

Date:_____ Cohort:_____

EVALUATION SCALE

5 – EXCELLENT   4 – GOOD   3 – SATISFACTORY   2 – FAIR   1- POOR

Please use the scale above to record the most appropriate number for the criteria below that best represents the extent to which each learning team member:

(2) Actively participated in and contributed to the activities of outlining and completing the team project. This includes but is not limited to participating in the initial discussion of launching the project, contributing creative ideas to enhance the project, and staying on task to complete the project.

(3) Prepared materials as assigned and in a timely manner.

(4) Participated in a positive manner with other team members while displaying a cooperative team spirit and providing support to ensure their success.

(5) Participated in class with all responsibilities fulfilled in regard to learning team activities/project.

(6) How would you evaluate the overall contribution of each team member?

(1)	(2)	(3)	(4)	(5)	(6)
Name	Actively Participated in and Contributed to Learning Team Activities	Prepared Materials	Demonstrated Voluntary Cooperation	Fulfilled Responsibility in Class	Overall Evaluation
1.					
2.					
3.					
4.					
5.					
Your name:					

Criteria	Add any comments you may have regarding the evaluations in the appropriate section.
2	
3	
4	
5	
6	

(These forms should be collected by the instructor and used in student evaluations.)   January 2010