

Concord University
Division of Education
Spring 2019

Course Title and Number: EDUC 418, Content Area Reading
CRN: 20598
Section: 1AS
Credits: 3 Hours
Location: Asynchronous (On-line)
Instructor: Angela Williams, PhD
Office: I do not have an office on campus.
Phone: C (540) 818-6727 (Do not call after 9:00PM!)
E-Mail: awwilliams@concord.edu
Office hours: As this is an online course I do not have set office hours, but I am happy to answer any questions or discuss the course anytime. E-mail is the best way to contact me, but you can also call or text before 9:00. We can also set up a Skype, Google Hangout, or face-to-face meeting if needed.
Fax: (304) 384-5398
Website: <http://www.concord.edu/education/>

Prerequisites: Admittance to the Teacher Education Program. Students need access to and experience/proficiency with basic computer functions, to include use of the Internet, e-mail, word processing and recording and posting/uploading videos.

Required Textbooks:

1. *Teaching Reading in Social Studies, Science, and Math* by Laura Robb
2. *Do I Really Have to Teach Reading?* By Cris Tovani
3. *The Glass Castle* by Jeannette Walls
4. Other readings will be used throughout the course and will be posted on Blackboard. It is the student's responsibility to acquire readings posted on Blackboard.

Required Materials:

"An active LiveText account is a required resource for this course because at least one assignment must be submitted electronically using this online platform. LiveText is used by Concord University to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences.

You can purchase your account online with a credit or debit card at www.livetext.com for \$113.00. LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use."

Professional Organizations/Resources

National Council of Teachers of English (NCTE) www.ncte.org

International Reading Association (IRA) www.ira.org

The Assembly on Literature for Adolescents (ALAN) <http://www.alan-ya.org/2/>

Course Description: Reading for the content area, including new developments, techniques, and methods which are related to the secondary curriculum.

Course Rationale: The course addresses the standards for preprofessional teachers and provides knowledge and skills for the preservice teacher that will aid in the process of becoming informed and thoughtful decision-makers.

Course Goals and Objectives

The student will:

- Demonstrate understanding of various strategies for teaching content area material through various pieces/types of literature.
- Identify instructional strategies and materials for promoting vocabulary growth.
- Be able to identify struggling readers and strategies to help them be successful in various content areas.
- Describe the reading comprehension processes, describe a classroom environment that will promote their development, and demonstrate implementation of strategies that further enhance their development with a diversity of learners.
- Develop resources for teaching literacy across the curriculum.
- Explain strategies for developing students' ability to read for information in content texts having varied expository structures.
- Utilize technology to deliver a lesson utilizing at least one literacy strategy within a content unit.
- Video teaching lessons utilizing various reading comprehension strategies.
- Write lesson plans that demonstrate understanding of literacy comprehension strategies.

Concord University's Mission:

The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly activities, and to serve the regional community.

Concord University provides rigorous programs, primarily at the baccalaureate level, which prepare students to pursue various graduate study and career options and to assume leadership and professional roles in a multicultural society. In keeping with its tradition of service to the region, the University will offer a limited number of carefully selected graduate degrees. While we incorporate a variety of educational methodologies/technologies, our size and the caring dedication of our faculty, staff and administration are the principal assurances of a quality educational opportunity at Concord University.

As a learning community, Concord University is committed to furthering knowledge through professional development activities and programs, through research, and through the application, publication and appreciation of scholarly efforts.

The primary purpose of Concord's mission is academic; however, the service the University provides to its state and region goes beyond the classroom. Concord University contributes to the quality of cultural and economic life in southern West Virginia through collaboration with both

public and private organizations and agencies and through extension of its support and assistance into the region it serves.

Ultimately, Concord University measures its success by the fulfillment alumni find in their careers and throughout their lives.

Concord University Department of Education Mission Statement

The mission of the Educator Preparation Program (EPP) is to prepare educators who are competent, intentional, reflective, culturally responsive, leading, and empathic 21st Century Professionals. The EPP strives to provide all teacher candidates at the initial and advanced level with the knowledge, skills, and dispositions necessary to become effective teachers/leaders by offering the highest quality instruction and programs.

The advanced program strives to further develop and enhance the knowledge base of the practicing professional. As candidates progress through the graduate curriculum, the improvement, refinement, and practice of professional knowledge bases, skills, and dispositions are enhanced and refined.

The EPP collaborates with representatives from public schools, professional groups, government, and other programs within the University to prepare educators and to cooperate in the development of educational policies. The EPP also strives for the improvement of education at the local, state, regional, and national levels in that the improvement of schooling results in a more literate and enlightened citizenry. This in turn contributes to the proliferation of democratic values and enhances our position in the global economy.

Instructional Strategies: Instructional strategies that may be used in this course include: teacher presentation and demonstration, exploratory learning, questioning, small group and independent learning activities, projects, and reciprocal teaching.

Course Goals:

The following table links the course objectives to the Conceptual Framework Objectives, West Virginia Professional Educational Standards for Teaching, and Praxis II Objectives.

Correlation among Course Objectives, Professional Standards and Assignments

Course Objective	West Virginia Professional Teaching Standards	National Educational Technology Standards for Teachers	Principles of Learning and Teaching Praxis II	International Reading Association Standards	Assessment
Candidates will:					
Demonstrate understanding of various strategies for teaching content area material through various pieces/types of literature	1A, 1B, 1C, 3A	1a, 4b, 5d	II. A, IV. A,	2.2, 2.3, 4.1	Technology Project, Strategy Presentation, Topic Teaching, Integrated Unit Plan
Describe the reading comprehension processes,	1D, 2C, 2F, 3A, 3B, 3C, 4C, 5C	1c, 2a, 2b, 2c, 3c, 4d.	I.A, I.B, I.C,	1.1, 2.2, 4.2, 4.3, 5.1, 5.2	Technology Project,

describe a classroom environment that will promote their development, and demonstrate implementation of strategies that further enhance their development with a diversity of learners			II. A, II. B, II. C, III. A,		Strategy Presentation, Topic Teaching, Integrated Unit Plan
Develop resources for teaching literacy across the curriculum and explain strategies for developing students' ability to read for information in content texts having varied expository structures	1A, 2A, 4A, 4C, 5F, 5H, 5I.	2d, 3a, 3d, 5a, 5c.	I. A, I. B, I. C, II. A, II. B, II. C, IV.A,	1.3, 2.1, 5.3, 6.2, 6.3, 6.4	Technology Project, Strategy Presentation, Topic Teaching, Integrated Unit Plan, Multigenre Project
Plan an integrated unit that will be delivered to their class and utilize technology to deliver a lesson utilizing at least one literacy strategy within a content unit	1A, 1B, 2A, 2C, 3A, 5F	1a, 1b, 1d, 3d, 4a, 5a, 5c	I. A, I. B, I. C, IV. A, IV. B	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4	Technology Project, Strategy Presentation, Topic Teaching, Integrated Unit Plan, Multigenre Project

WV Professional Teaching Standards

<https://sites.google.com/a/wvde.k12.wv.us/wv-task-force-on-professional-teaching-standards/>

NETS for Teachers 2008

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_T_Standards_Final.pdf

Principles of Learning and Teaching (PLT) Praxis II

<http://www.ets.org/Media/Tests/PRAXIS/pdf/0524.pdf>

IRA Standards 2010

<http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx>

Educational Technology Standards:

- | | |
|---|---|
| 1. Technology Operations and Concepts | B |
| 2. Planning and Designing Learning Environments and Experiences | B |
| 3. Teaching, Learning, and the Curriculum | |
| 4. Assessment and Evaluation | B |
| 5. Productivity and Professional Practice | C |

COURSE REQUIREMENTS AND EVALUATIONS:**Late Assignment Policy:**

- Any assignment not submitted via Blackboard by the due date (date and time) is subject to a twenty point deduction of the overall point value (100). This assignment will be marked as LATE by Blackboard. No assignment will be accepted and no points will be awarded if it is marked MISSED by Blackboard, which means you did not get it turned in within the window that it is open, which is three days after the due date.
- If there are technical problems submitting an assignment, email the professor through Concord's email (awwilliams@concord.edu) immediately and explain the situation.
- You will be required to submit some assignments as videos, which can be submitted either as a video that is attached in Blackboard or you can submit a link to YouTube.
- If email is not possible, call or text the professor's cell phone at (540) 818-6727 immediately (NOT after 9:00PM) and leave a detailed message explaining the situation.
- It is suggested that students attempt to submit work early to avoid possible problems with the system or other problems. Any late work will be subjected to the terms of the above policy.
- Assignments must be turned in on Blackboard! The instructor will NOT accept any assignments that are turned in through e-mail.

Writing: Students are expected to write on a college or graduate level, depending on the course in which they are enrolled. Quality written work includes, but is not limited to: spelling, grammar, mechanics, etc. Work that, in the instructor's opinion, is not consistent with the student's level of academic placement will not be accepted. Said work will be returned to the student to be revised and turned in within 48 hours. The student's grade will reflect the need to revise. It is important to remember that just because a student works on something for a given amount of time does not mean that it is without flaws or meets the requirements. Many people waste a lot of time producing poor quality work.

Plagiarism: It is the student's responsibility to be familiar with the policy on plagiarism set forth by Concord University. Reproduction of any work, in part or whole, without appropriate references will constitute plagiarism. Any paper, or section of a paper, that is reproduced for the class, from any source, with or without proper citation and/or permission, will be considered plagiarized. If the student has any question as to whether or not they are plagiarizing, they should consult the instructor. Per Concord University's policy, any student who plagiarizes will either receive a failing grade on the assignment, receive a failing grade in the course, or be removed from the university.

Concord University Honor Code: As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same.

Academic Resources:

Drop-In Tutoring—free tutoring available in the Library, Student Center Study Lounge (2nd floor), and Rahall atrium. For specific information, contact the Academic Success Center (asc@concord.edu; 304-384-6074). The schedule will be posted online: <http://www.concord.edu/academics/academic-success-center/drop-tutoring>

SMARTHINKING—Free online tutoring in most subjects, available 24/7; Sign up through MyCU Student Tab.

ASSIGNMENTS

It is the expectation of the instructor that each student will read the assigned material, reflect on said material, and complete the assignment due for that class period. These assignments can be found on the Class Schedule/Agenda and on Blackboard, but some assignments may be added and some adjustments may be made to the Class Schedule.

Students' opinions on issues related to education and factors influencing education, will not only be welcome, they will be expected. It is also expected that all students' opinions will be respected by the entire classroom community. This does not mean you have to agree with your fellow students, or the instructor for that matter, but you must be able to demonstrate the professionalism required in the teaching profession, by respecting all differences, even those of opinion. These opinions should show reflection on the material, connection to personal experience, and a culmination of past educational experiences, as a liberal arts education should provide.

1) Weekly Readings

You will have various readings throughout the semester from the texts assigned. It is your responsibility to read the material and reflect on said material. Failure to be prepared will greatly hamper your ability to participate, make connections, and provide meaningful learning experiences for your fellow classmates, but more importantly for yourself.

2) Syllabus Quiz

You will read the syllabus and take a short quiz based on the syllabus. This is to make sure you understand the importance of the syllabus, the requirements for the class, and the procedures for this class. This will be due a few days after the start of the class. Due: January 18th.

3) Introduction Video

You will create a video and post it to the Discussion Board with the Subject/Title being Introducing YOUR NAME. You will also post it under Assignments, where it will be graded. In the short video you will: state your name, your content area, where you are from, what you do, something interesting about yourself, what you like to read and why you want to be a teacher. After you have posted your video you will respond to at least two classmates' videos. **Again, post it to the Assignment tab and Discussion Board.** Due: January 25th.

4) Strategy Charts (KWL and Data)

The first week of class you will research two different strategies that you can use in your content area. You will also be provided with information and a sample of how these strategies can be used. You will then create examples of both of these strategies and explain how you will use these in your content area in **a one page paper for each strategy**. At the assigned date, you will submit one page explaining how you could use the KWL chart in your classroom and an example of the KWL chart filled out and you will submit one page explaining how you will use the Data chart in your class and an example of the Data chart filled out. Both of these should contain content related to your subject area and that would be part of a logical lesson/unit plan within your content area class. Due February 1st.

5) Discussion Board

During the course of the semester you will have several readings. You will be required to start two Discussion Threads during the course and respond/contribute to three other threads started by other students in the course. You are free to address any topic from the assigned

readings. Your entries should be thoughtful and demonstrate that you have engaged in the reading in a professional and intelligent manner. Your final entry must be made before May 3rd.

6) Exams

There will be two exams in this course. They will be based on the readings, activities, and discussions. They may take different formats, such as, but not limited to: essay, multiple choice, short answer, and true/false. You will have limited time to complete the exams and you will not be able to leave the exam and get back to it. More directions will be provided with the exams. Exams will be on February 23rd and April 30th.

7) Literature Lesson Plans

You will write two lesson plans that you could use in your content area. The lesson plan **MUST** address at least three NextGen Standards/SOLs and utilize at least one literacy strategy. The literacy strategy(ies) used cannot be ones you have already used in any other assignment. They will be due February 8th and April 5th.

8) Videotaped Strategy Presentations

Teachers need to be willing and able to share thoughts and ideas with their students, and with other teachers. You will teach a strategy found in, or based on, a chapter from either of the two required texts. With that said, this information should be delivered via your content area. In short, illustrate material from Robb or Tovani (reading strategy, such as KWL or Data Chart, but you cannot use these two strategies since you will have already used these for an assignment) using content material (How to find the area of a shape, Romantic Poetry, different branches of government, etc.). In addition, you are to utilize a strategy from either the Robb or Tovani text. You must cite the strategies within your presentation. You must have any graphic organizers or other items in your video and attached to Blackboard. You should teach this lesson, which means you will be teaching (may have “students” or pretend), so this should be a videotaped teaching lesson. The lesson should be videotaped and between 5 and 15 minutes. It is your responsibility to post your videotaped lesson just like you would any other assignment. You can post in any format, but it must be able to be downloaded on Blackboard and viewable by the instructor. If you find it difficult to post a video to Blackboard you can submit a link to YouTube, but you must submit this link on Blackboard and it must be able to be opened by the instructor. Make sure you don’t set it for private viewing, unless you provide the instructor with the information needed to open it (See **Late Assignment Policy**). These will be due: March 8th AND April 19th.

9) Web Buddy Project

You will correspond with one or two students at New Design High School about their literacy experiences. You will send each student an e-mail at least once a week. The beginning e-mails will address general interests and experiences of the students. At some point early in the semester students in Content Area Reading will begin to inquire about their web buddy’s literacy experiences.

Objectives:

- Develop an understanding of students’ literacy experiences through corresponding with them.

- Engage in a literature discussion with a student.

- Model various reading/language arts skills (writing, reading, discussion, etc.) for students.

Requirements:

You are to contact your Web Buddy an average of once a week. This is the minimum. While it is important to respond to your Web Buddy, you also need to tend to your other requirements in this and other courses. If your Buddy is slow to respond to your e-mails, you can send him or her a follow-up e-mail. Remember that some buddies will respond rather quickly and others will take time. Do not be offended and do not offend. They are high school students.

You will always copy me any e-mail you send to your Web Buddy. Copy it to awwilliams@concord.edu. They will copy their e-mails to their teacher. This is mandatory.

You will engage in correspondence always keeping in mind that you are the adult. Discussions of pets, activities, sports, movies, and other interests will greatly increase your understanding of your Web Buddies. You will not engage in discussions of sex, drugs, alcohol, very personal issues, or anything that you would not talk about in a high school classroom. You will also not use profanity in your communications. If you want to discuss something and you question whether not you should bring it up, do not bring it up. If your student shares anything with you involving the topics above, or if you feel your student is in any kind of danger, let me know ASAP.

Your e-mails should be professional with salutations, closings, etc. Use professional language, proper grammar, correct spelling etc. The high school students are expected to do it, so it is very important that you model what they are expected to do.

The first couple of e-mails should be about general interests and such. At some point after that you should start discussing literature. You can still discuss interests, family, etc., but your goal is to engage them in discussions about their literacy activities. Suggestions include:

- What was the last book you read?
- Do you like to read? Why or why not?
- What kind of stuff do you like to read?

The students at New Design will be expecting each of you, their WV email buddies, to ask questions to inform, expand, and correct impressions you and they have of the book and the setting, New York. Their questions may be structured or assigned, but it is your job to not only answer their questions, but to work questions and answers about the novel into your regular Web Buddy discussions of the readings. You will want to ask them about the book and the setting.

You will find that some students enjoy reading. You will get some ideas of what kinds of literature to have accessible in your classroom and you will give them ideas as to which books they may enjoy. The students from New Design use Goodreads.com to discuss literature and look for suggestions for future readings. You are required to post to Goodreads.com and interact through that site, in addition to using e-mail. This is an excellent resource that you should find useful and hopefully utilize in the future.

Project:

Part 1: You will have a discussion about a common novel. This semester we will discuss *Glass Castle* by Jeannette Walls. Part of the book is set in West Virginia and the students from New Design will ask questions of you, the “experts,” about the area, so you are to answer their

questions and ask thoughtful questions about the novel, school, etc. *Glass Castle* is set in various places, one of which is Welch. The book does not paint a very positive picture of Welch and your Web Buddy may draw conclusions that are inaccurate. Do not get defensive, as they are high school students and part of your job is exposing them to different, new ideas. You will also ask them questions and engage them in a discussion about the novel. You will start your e-mails with general discussions, move on to discussions about literacy activities, and then discuss the common novel.

Part 2: At the midpoint of the project and the end, you are to submit reflections.

Your grade for this project will be based on 1) The number and quality of the e-mails you send and 2) The two reflections that will be due.

If you have any questions, please contact me by e-mail. If you have an emergency, call me on my cell phone at (540) 818-6727.

Grading Criteria

All assignments are due at the time posted on Blackboard.

Syllabus Quiz	5 points
Introduction Video	5 points
2 Charts (KWL and Data)	10 points (5 each)
Discussion Board	10 points
Exams (2)	20 points (10 each)
Literacy Lesson Plans (2)	20 points (10 each)
Strategy Lesson Videos (2)	20 points (10 each)
Web Buddy Project	10 points

Special Needs

If you require accommodation for any special needs on a regular or one-time basis, please notify me before class.

**Please be advised that West Virginia certification now requires that all students seeking certification must be finger printed and a criminal background check will be conducted before certification will be granted. If you are aware of any possible criminal action that may prevent you from receiving certification, please see Dr. Richard Druggish for further clarification and advising.

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Students who request academic accommodations or modifications related to a disability should first notify their instructor and then contact the Vice President and Academic Dean's Office.

Grading Scale:

Grading:	A 94-100	A- 90-93	B+ 87-89	B 84-86	B- 80-83
C+ 77-79	C 74-76	C- 70-73	F 69 or below		

Tentative Schedule

Topics, dates, activities, assignments, etc. may change to fit the needs of the students, instructor, pace of the course, or the school calendar.

Week 1: January 14-18

Take Syllabus Quiz

Week 2: January 21-25

Defining Content Reading Discussion Board

Assignment: Read Tovani Ch 1-2

Introduction Video (**uploaded to Blackboard and posted to Discussion Board**)

Week 3: January 28 – February 1

KWL strategy and Data Chart Due

Discussion Board

Robb Ch 1

Tovani Ch 3

Week 4: February 4-8

Robb Ch 2-3

Identifying Struggling Readers Discussion Board

Tovani Ch 4-5

Double Entry Diary Discussion Board

Week 5: February 11-15

Lesson Plan 1 Due

Robb Ch 4-5

Week 6: February 18-22

Tovani Ch 6-8

Discussion Board

Week 7: February 25 – March 1

Discussion Board

Exam 1

Week 8: March 4-8

Strategy Lesson Video 1 Due

Group Work

Socratic, Fishbowl, and other types of discussion formats.

Week 9: March 11-15

Spring Break

Week 10: March 18-22

Robb Ch 6-9

Tovani Ch 9 and Appendix

Week 11: March 25-29

Diversity in the Reading Experience

Teaching Reading for All Discussion Board

Week 12: April 1-5

Lesson Plan 2 Due

Week 13: April 8-12

Popular Culture and Literacy
Discussion Board

Week 14: April 15-19

Males and Literacy
Strategy Lesson Video 2 Due

Week 15: April 22-26

Males and Literacy
Popular Culture and Literacy

Week 16: April 29 – May 3

Discussion Board
Vocabulary Building
Web Buddy Reflection and Copies of E-mails

Week 17: May 3

Exam 2