This course is designed for secondary classroom teachers and teachers of reading. It will present solutions to the many problems encountered in reading in secondary schools. Because problems in reading are the core of the academic problem in the secondary schools, teachers of all subjects need knowledge of the ways to help students read in subject matter areas. Topics that will be covered are: assessment, content area reading strategies, the reading-writing connections, the reading process, theories and research in secondary reading, remediation, study skills and advanced reading.

Students Will:

1. Extend their knowledge of the reading-writing process.
2. Learn to incorporate the reading-writing process into their content area lessons.
3. Examine the problems and causes of reading problems in the secondary schools, and understand state literacy objectives.
4. Develop, integrate and use learning strategies reading, writing, listening and speaking in teaching comprehension in the content areas.
5. Analyze teaching strategies used to improve reading/writing and thinking skills with secondary school students.
6. Gain knowledge of current state mandated curriculum requirements, reading materials and study strategies for use with secondary students.

Required Text:


Marzano, Robert: Different Kind of Classroom, ASCD, 1992. (Paperback)

Hemmerich, Hal. Prime Time: Strategies for Lifelong Learning in Math and Science in Middle and High School. (Required for Math and Science Major only)

Requirements

A. (30% total) Participation: by reading & responding to assigned reading/responses, attendance, and completion of Appendix A {is worth 18% of your grade} due as listed on the syllabus and can be e-mailed or hand written. The remaining 12% of your is for your
participation via class discussion and class demonstration. Please indicate the text, chapter and pages that you’re responding to. Also, please write on one side of the paper if you are turning in handwritten responses.) PLEASE NOTE: behind each assigned reading you will do one of the following types of responses . . . Learning Log, 3-2-1 Response, P M I or an Admit Slip.

Learning Log entries

Your response should contain your reactions to the chapter(s) and what implications this has for your teaching. Answer these 6 questions:

- What implications does this have for your teaching?
- Does this information change your philosophy about teaching?
- How could the teaching strategy be used in your classroom?
- What type of student would benefit from this strategy and why?
- What changes or modifications would you recommend to the strategy?
- What questions does it raise?

3-2-1 Response

(a) Write three things that you learned.
(b) Write two things that surprised you.
(c) Write one question that you have.

P-M-I Response

P M I sheet of paper folded in three columns (either vertically or horizontally).

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“P” refers to what information did you find to be a PLUS in the assignment.

“M” refers to what information did you consider to be a MINUS in the assignment.

“I” refers to what information did you find INTERESTING in the assignment.

Admit Slip (Response to a reading on a ½ sheet of paper.) Write a summary or question (“I Admit”) about what you have read. If you found something confusing “admit” what it is/was.

B. (10%) External/Professional Readings (Due: February 18, 2004)

Choose one of the following options:

(1) Read: Prime Time (entire text)

Or

(2) Read: Assessment by Salvia & Yeseldyke (Chapters 3, 10, 12, & one chapter of your own choice.)

(3) Read: 3 different articles on the same topic in a variety of journals. Use only 1 (one) article from any 1 (one) issue of a journal. Kappan, Educational Leadership, English Journal, Language Arts, Reading Improvement, Middle
School Journal, High School Journal, Journal of Adolescent and Adult Reading, and professional journals in your content area. Articles should pertain in one topic.

Prepare a summary of your choice (1), (2), or (3) and address the following:

• Summarize the key information or finding presented.
• Discuss the implications this information has for your teaching.
• List any questions this information raised.

Possible Topics:

- Literacy: Occupational, Cultural, Functional, Emerging
- Motivation
- Reading and the ESL Student
- Key Issues Affecting Reading in your content area
- Underachieving /At Risk Students
- Assessment
- Communicating with Parents
- Major Reports: Their Findings and Implications
- Topic of your own choice (Literacy as it relates to your content field)

You will informally be required to share your findings in class. The entire class will benefit from hearing what each person has read. Your project should be a minimum of 4 pages in length.

C. (15%). Booktalks or Attend a Conference or read Prime Time and try 1 strategy and share the results with the class (Due March 31, 2004) You are expected to share your booktalk or report of a conference session with the class on the assigned dates. Each student has a maximum of 15 minutes to share his/her assignment with the class. PLEASE practice your presentation in order not to inconvenience your peers.

(1) Select and read two young adult novels. [As you read each novel note key information and suspense-filled passages. Prepare a booktalk on both books that will be presented to the class.]

(2) Attend a conference and report on a session that you participated in. Those that select this choice need to address the following in their report:

- Summarize the conference or session in one page.
- Identify what you found interesting.
- Discuss how can you this information in your classroom. (This should come to a total of 4-5 pages in length)

(3) Read the book Prime Time, review it, select one method/strategy and share your results with the class.

(4) Please turn in the titles of your booktalk or summary of the conference session and share your results with the class the day you present this assignment in class.

D. (25%). Observations, Logs, or Units (Due: April 14, 2004)
Observe either a high school or middle school reading teach/specialist or content area teacher that utilizes Reading/Writing Strategies (literacy) as they conduct a lesson in a content classroom; and, if possible, interview a secondary student enrolled in the class. During the teaching observations make notes on the following:

- How was the reading process integrated in the lesson?
- How did the students respond to the lesson?
- How does the lesson correspond to the student understanding of the reading process?
- What was most successful in the lesson?

When talking to the content area teacher/ reading specialist obtain information about the following:

- What is the content area teacher’s or reading teacher’s philosophy regarding literacy instruction?
- Does the school have a Reading Specialist and how does he/she work with the teacher/students? (If you are observing a content area teacher or a Special Education teacher.)
- How are the SOL tests impacting the literacy activities in this class?
- Why was this particular lesson and sequence of activities selected?
- What are the expected outcomes of the lesson?

When interviewing the student learn the following:

- How does the student describe the reading/writing process?
- How does the student view himself/herself as a reader?

After completing the observation and interview, write a 4-5 page paper that:

- Describes the lesson observed.
- Summarizes the interview.
- Analyze the information to appropriately match: the student needs with the skills covered; the teachers/reading specialist philosophy and the actual program or lesson content presented; the effectiveness of the lesson; what components of the lesson should be kept and what one should be adapted or dropped and why; and what would be the next step in instruction for this group of students.

If you observe a content area teacher utilizing Reading/Writing Strategies please ask the course instructor which questions to ask during the interview.

OR

Prepare two units (to last for a minimum of 2 weeks of instruction / 10 daily lessons), or 1 unit if you are in a block schedule (5-6 lessons), for use in a content area or reading program that incorporates reading and writing strategies. Be certain to identify if your plans are for a block schedule or the regular schedule. **These units should contain lesson plans and any overheads, worksheets, exams, tests or quizzes, answer keys to the worksheets, exams, etc.** The key here is to integrate reading and
writing with the content. It is your responsibility to learn what constitutes a lesson plan and a unit plan prior to the due date of this assignment option.

OR

Maintain a teaching log of strategies that you used in your classroom. These log entries should include a brief summary of what you plan to do and your predictions as to the outcome, a brief summary of what happened during the lesson, a review of students’ outcomes, what worked and didn’t, and any modifications or changes you would make. Write a reflective paper summarizing your experiences and evaluation of your teaching and the strategies that you used. Plan to include what changes you would do if you used the strategies again. (This reflective teaching log should be 4-5 pages in length.) You may want to do the following: write your summery of your plans & then put the rest of the info in a chart format that is concise.

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<tr>
<th>Date</th>
<th>Lesson Overview &amp; Prediction</th>
<th>Lesson Summary</th>
<th>Outcomes</th>
<th>Modifications</th>
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E. (20%) Position Paper. Due: April 28, 2004

Write a position paper on (secondary) reading in your chosen content field. The position paper should be approximately 4 pages in length and address as many of these questions as possible:

- What is the reading process?
- What is the significance of metacognition?
- What is the reading/writing/listening/speaking connection?
- How is the reading process incorporated into content area classes?
- What role does collaborative learning play?
- Why should the reading process be taught to secondary students?
- What research or current theories support this position?

Please have a title page, an introduction, the 4 pages of your position [regarding the questions(cited listed above)], citation of evidence and your conclusions. Be sure to list your “References” on a separate page, therefore this assignment will a minimum of 6-7 pages in length. If you have a position about a specific literacy issue or program you may do your position paper on that topic. (Talk to the instructor for specifics.)

Please note:
** Any late project will have points removed per day of tardiness unless you have written or e-mail permission from me. Final day to turn in all projects/assignments is MAY 3rd, 2004. (Note: this is a Monday ,not a Wednesday.)
If you need to contact me about the course requirements or would like to have a conference regarding the course or the requirements, please call me at my office or send an e-mail message or we could converse via the internet. PLEASE, do not wait until the day the assignment is due for clarification of the assignment.

Grading
A = 94 to 100    A- = 90 to 93
B+ = 87 to 89    B = 84 to 86    B- = 80 to 83
C+ = 77 to 79    C = 70 to 76

There is no grade of D at the graduate level.

- GMU Break is March 7th thru 14th which does not affect our class. We will have off the Wednesday before Thanksgiving.
- The course instructor reserves the right to add, or to omit any assignment as deemed appropriate or necessary during the course of the semester.

Class Topics
CARL = Content Area Reading and Learning
1/21/04

- Overview of Course
- Do a K-W-L (A strategy that covers Pre Reading, During Reading, and Post Reading. We will complete the first 2 sections of the KWL Worksheet (K=What do you know about reading in general and reading in your content field? What do you think is meant when you hear “The Reading/Writing Process?” W= What do you want to learn in this course/What do you want to learn about the reading/writing process?)
- Discussion of The Reading Process and an overview of the syllabus
  ➢ For Homework: Do KWL Chart in class. Everyone read Chapter 1 Vacca & Vacca p. 2-30 AND do a P-M-I writing for the readings (see p. 2 of this syllabus for a description of the task.

To be continued!

Criteria for evaluating CLASS PARTICIPATION

a. Did I attend
b. all course sessions?
c. Did I actively participate in class discussions and demonstrations?
d. Did I read appropriate chapter(s) in the text materials?
e. Did I contact the course instructor if I had difficulty understanding any assignment?
Criteria for evaluating BOOKTALKS or Conference Presentations:

a. Did I stay within the time limits?
b. Did I turn in the titles of my 2 books (booktalks) or information on my conference sessions?
c. Did I speak clearly and distinctly?
d. Did I contact the course instructor if I had difficulty understanding the assignment?
e. Did I follow the guidelines?

Criteria for External Reading/Professional Readings:

a. Did I select one of the options provided?
b. Did I read the entire text/articles?
c. Did I summarize the text/articles?
d. Did I briefly share my choice with the class?
e. Did I follow the guidelines?

Criteria for Observations, Logs, or Units:

a. Did I select an option provided? Or did I seek clarification?
b. Did I follow the guideline?
c. Did I write clearly and did I include all worksheets, quizzes, tests, answer keys, etc.?
d. Did I use standard lesson plan format? Or did I look for Literacy strategies during my observation? Or did I really attempt to incorporate strategies presented in class or that I read about in my text or other curricular resources?
# APPENDIX A

## STRATEGIES

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<th>(Name/source/page numbers)</th>
<th>PRE-READING</th>
<th>DURING READING</th>
<th>POST-READING</th>
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<td>KWL KWL – (Vacca &amp; Vacca p: 221-226)</td>
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<td>Learning Log (Vavva &amp; Vacca p. 273-275)</td>
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