

EDRD 614 Section 5L2: Teaching Reading in the Secondary School

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Summer 2004 (Sec..B01)
Tuesday 4:30 pm – 7:10 pm
Classroom: B 103 Robinson
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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:

Vacca, Richard T. and Jo Anne L. Vacca, Content Area Reading, Seventh Edition. Harper Collins, College Publishers, 1998 (Hardback)

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

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 July 21, 2004 The remaining 12% of your is for your participation via class discussion and class demonstration. (Due each Wednesday as noted in the syllabus and may be done via e-mail or in written format). 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 hand written 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? (Be specific)
- Does this information change your philosophy about teaching? If yes, how?
- How could the teaching strategy be used in your classroom? Be specific, cite examples..
- What type of student would benefit from this strategy and why?
- What changes or modifications would you recommend to the strategy? Be specific.
- What question/s 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).

P	M	I
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P
M
I

“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: July 7th, 2004)

Choose one of the following options:

- (1) Read: Prime Time :Strategies for Lifelong Learning in Math and Science in Middle and High School 1994) (entire text)
- Or (2) Read: New Directions in Reading in Reading Instruction Revisited. (entire pamphlet)
- Or (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 for choice #3:

Literacy: Occupational, Cultural, Functional, Emerging
Motivation
Reading and the ESL Student
Key Issues Affecting Reading in your content area
At Risk Students
Assessment
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%). Teach a lesson with peer/s on one of the following chapters ({a}8, {b}5, or {c} 9&10 in Vacca & Vacca (Due June 23, June 28 or June 30th, 2004)

You are expected to teach the class on one of the assigned the assigned dates. Each student has a maximum of **20** minutes to share his/her assignment with the class. PLEASE practice your presentation in order not to inconvenience your peers.

- (1) Select and present strategies form the text. Be prepared to teach the strategies found in the chapter. Plan on engaging your peers in the lesson.
- (2) Plan to give your peers a handout related to your class presentation.
 - Identify what you found interesting and useful about the strategies that you present to the class.
 - Identify and discuss what you think was not as useful for you in your content field.

D. (25%). Observations, Logs, or Units (Due: July 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 teachers philosophy regarding literacy instruction?
- Why was this particular lesson and sequence of activities selected?
- What are the expected outcomes of the lesson?
- Why use this type of reading program at this school?
- How does the reading specialist plan and work with the content teacher?

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 or 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 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 summary of your plans & then put the rest of the info in a chart format that is concise.

Date	Lesson Overview & Prediction	Lesson Summary	Outcomes	Modifications
1.				
2.				
3.				
etc.				

E. (20%) Position Paper. Due: July 26th, 2004 (Note this is not the last class. We will meet on July 28th, 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 **uly 26th, 2004**)

** 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+ = 87-89 B = 84-86 B- = 80-83

C+ = 77 to 79 C = 70 to 76

There is no grade of D at the graduate level.

- GMU Independence Day break is July 5th, 2004
- **The course instructor reserves the right to add, or to omit any assignment as deemed appropriate or necessary during the course of the semester.**

APPENDIX A

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