As the semester progresses, do not hesitate to contact me by e-mail should you have any questions or concerns.

Class Meets: Monday 4:15 - 7:00; BEN 1210B
Office Hours: Monday & Tuesday 3:30 - 4:00 or by appointment

Course Overview: This course explores experiential, motivational, cultural, and language influences on literacy acquisition and performance as well as the nature and multiple causes of reading and writing difficulties in older readers. We will focus on ways to identify student interests, modify instruction to support content area learning and literacy development for students with varied learning abilities and disabilities, including selection of appropriate materials, strategies which assist students in reading challenging texts, for different purposes, and a variety of instructional and assessment options that allow students to use areas of strength to improve their literacy performance in content areas.
This course design meets the MSDE requirements of teaching of reading in the secondary content areas II. It focuses on types of reading skills and instruction. Prerequisite: EDHD426 Cognition and Motivation in Reading: Reading in Content Areas I.

Required Texts:


One textbook of the student’s choice in the student’s content area.
Two picture books of the student’s choice in the student’s content area.
The Curriculum Framework in the student’s content area.

Additional Readings: I will post additional readings, announcements, handouts, and other course materials on the ELMS Blackboard. Go to:

1. https://elms.umd.edu
2. Login with your username and password
3. Go to My Courses (EDSP 682 – Fall 2010)
4. Use the left side to navigate the appropriate documents or directions (e.g., syllabus, weekly readings, announcements, handouts, etc.)
**Competencies:**
By the end of the semester, each student will demonstrate:

1. Knowledge of how to implement a coherent literacy program that supports content area learning.
2. Knowledge of multiple strategies to promote student independence in content area reading.
3. Knowledge of a variety of texts and approaches, including technology, to assist students who are having difficulty in reading.
4. Knowledge of multiple methods that address the diverse backgrounds of their students including culture, language, disabilities, and giftedness.
5. An ability to teach lessons in the content areas focused on text-based concept development.
6. An ability to facilitate appropriate learning experiences for students with various reading abilities.
7. An ability to use formal and informal writing strategies to facilitate learning in the content areas.
8. Knowledge of coherent classroom approaches for assessing content area literacy.

**General outline of class sessions:** Typically, class sessions will follow this schedule:

4:15- 4:45 Peer-led group discussion of assigned chapters, activity, or an assignment. See course assignments for an explanation of how this works.

4:45-5:15 Mini-lecture based on assigned reading that clarifies, extends, highlights, or focuses on issues related to teaching and learning content area literacy for adolescents who are at risk for reading difficulties and those with special needs.

5:15-5:30 Break

5:30-6:30 Mini-lecture and in-class demonstration/activity on topics that are briefly mentioned or not assigned in readings but relevant to course outcomes such as strategy instruction, curriculum-based measurement, universal design, assistive technology, and commercial reading programs.

6:30-7:00 Practicum discussions – this is also an opportunity to discuss course projects. I may demonstrate mini-lessons on additional topics; however, we will consider your thoughts and needs as a priority during this time.
**IN-CLASS CALENDAR: TOPICS, DUE DATES & READINGS**

Complete assigned readings and homework prior to class and bring them with you.

<table>
<thead>
<tr>
<th>Session 1:</th>
<th>TOPIC: Course overview.</th>
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<tr>
<td>8/30/10</td>
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<td>NOTE:</td>
<td>OFF: Labor Day</td>
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| Session 2:  | TOPIC: Content Literacy, Part ONE.  
|-------------| READ: Elms Readings #15: Developing scientific literacy, and #16: Science and students with mild disabilities: Principles of universal design.  
| 9/13/10     | Note: Make sure you have written high-order questions w/response for the required articles. |

| Session 3:  | TOPIC: Content Literacy, Part TWO.  
|-------------| READ: Elms Readings # 12 -14. Strategic instruction in middle school social studies; Improving reading in a middle school science classroom; A model for making decisions about text adaptations.  
| 9/20/10     | Note: Make sure you have written high-order questions w/response for the required articles. |

| Session 4:  | TOPIC: Assessment, Reading Programs.  
|-------------| READ: LA Chapter 8 (pgs. 258-294); What Content Teachers Should Know about Literacy (WCT) Reading Assessment pgs. 27-31. |
| 9/27/10     |                                                                 |

| Session 5:  | TOPIC: Word Recognition, Part One.  
|-------------| READ: What Content Teachers Should Know about Literacy (WCT) Decoding, Morphology, pgs. 27-31.  
| 10/04/10    | Elms Reading #1: Literacy intervention programs Note: Make sure you have written high-order questions w/response for the required article.  
|             | Teaching Word Recognition Skills (TWR) Chapters 7-8 |

| Session 6:  | TOPIC: Word Recognition, Part Two.  
|-------------| READ: TWR Chapters 9-10, Elms Reading #5: A word identification strategy  
| 10/11/10    | Note: Make sure you have written high-order questions w/response for the required articles.  
|             | DUE: Multi-Media Design Project |

| Session 7:  | TOPIC: Concept and Vocabulary Development, Part One.  
|-------------| READ: LA Chapter 5, What Content Teachers Should Know about Literacy (WCT) Vocabulary pgs. 14-18.  
| 10/18/10    | Elms Reading #2: SAT vocabulary instruction; Note: Make sure you have written high-order questions w/response for the required article. |

| Session 8:  | TOPIC: Concept and Vocabulary Development, Part Two.  
|-------------| READ: Elms Readings #3: Bringing words to life, and #4: Word wise & content rich  
| 10/25/10    | Note: Make sure you have written high-order questions w/response for the required articles. |
| Session 9: 11/01/10 | **TOPIC:** Reading Comprehension, Part One.  
**READ:** *LA* Chapter 6, *What Content Teachers Should Know about Literacy (WCT)* Fluency pgs. 11-14 & Text Comprehension pgs 18-26.  
Elms Reading #6: Collaborative approaches to instruction and  
#7: Literature circles for students with disabilities;  
**DUE:** Trade Book/Novel Mini-lesson  
Note: Make sure you have written high-order questions w/response for the required articles. |
| --- | --- |
| Session 10: 11/08/10 | **TOPIC:** Reading Comprehension, Part Two.  
**READ:** *LA*, Chapters 9-10. |
| 11/15/10 | **No Class – Intern Immersion Session** |
| Session 11: 11/22/10 | **TOPIC:** Writing, Part One.  
**READ:** *LA* Chapter 7, Elms Reading # 8 Spelling: From word lists to how words work;  
*What Content Teachers Should Know about Literacy (WCT)* Writing pgs. 31-34.  
**Two-Day Lesson Plans are due.** |
| Session 12: 11/29/10 | **TOPIC:** Writing, Part Two.  
**READ:** Elms Readings #9-11. Beyond noun-verb; Teaching middle school students to plan and write expository essays; Stop and dare: A persuasive writing strategy. |
| Session 13: 12/08/10 | **TOPIC:** Culture and Motivation, and Reading for Meaning.  
**READ:** *Literacy Approaches for At-Risk Adolescents (LA)* Chapters 1-3; *What Content Teachers Should Know about Literacy (WCT)* Motivation pgs.34-37.  
**DUE:** Evidence-Based Intervention |
| Finals Week: 12/14/08 | (No class session). |
Course Requirements: Late assignments will be accepted only if approved in advance.

1. **Attendance and participation** (15%). Participation in all class discussions and presentations are required. Discussions in class give you an opportunity to interact with your class peers about the ideas or perspectives raised by the instructor and professional readings. More important, your responses contribute to our development as a “community of learners (McCaleb, 1994).”

2. **Homework** (5%). To assist you in your ability to participate in class discussion & presentations, EXCLUDING the week you are preparing your Learning through Discussion, you will read the required readings and then submit three (3) questions/article and/or chapter with answers via blackboard every week until 11/02/09. To receive credit for completing homework, you MUST submit your assignment to ELMS by 6:00 A.M. Monday of class. I will not grade it online; I will only check to see if it was handed in and looks reasonable (response fits question, questions taken throughout reading & not just from beginning, question types of varying complexity). You will use these questions to stimulate & assist in discussion so bring a copy of your work.

3. **Evidenced-based Intervention** (20%). Students are expected to modify an evidence-based intervention from the literature to meet the needs of a small group or an entire class of students in your placement this semester in a short paper (about 6-8 double spaced pages). Find three empirical sources (i.e., research studies…the research can be qualitative or quantitative) on your topic. Two must be journal articles but the third may come from a professional website. Provide a citation and summary of the three sources you chose to review. The entire summary should be 3-4 pages long and describe the intervention in each study. Draw conclusions (1 or more paragraphs) about the research data. The second part of the paper allows you to be creative. Describe how you would use the information in the previous sources to plan your intervention for your students. The most important element here is to clearly state how you would integrate different aspects of the various sources, and to provide a rationale based on the needs of your students. To properly understand your intervention, it will most probably be necessary to acquire additional readings on the topic (e.g., chapter from an edited book, text book, etc.).

4. **Multi-Media Design Project** (10%). You will create a non-linear PowerPoint multi-media project that could be used by your students. The project will highlight an area within your content area of Science, History, Mathematics, English, etc. You must have no less than four (4) Scenes. Select a theme, create an outline of the information to cover, storyboard, create scenes, & then complete your multimedia project by adding connections/navigation links after you have all your content in each scene. To the extent possible add text, audio, images, and primary/secondary sources. Remember the following design principles: don’t crowd your scenes with too much information, use the same font for all titles, use the same font for all text, use the same navigation buttons in all slides, preferably in the same place, indicate web links clearly, use sound and special effects in limited ways, backgrounds should not make text & pictures difficult to read or see (good contrast).

5. **Trade book Mini-Lesson** (20%). Using nonfiction trade books (at least two) in your content area, or one novel if you are an English teacher; you are to create a mini-lesson that makes use of this form of text. Use guidelines in Vacca & Vacca, chapter 9 for the selection of books, and for using them with an established unit in your class. Describe the activities that will follow the initial use or reading of the books. You are encouraged but not required to teach this lesson.
Lesson planning in one of the following areas (a) word recognition, (b) reading comprehension, (c) vocabulary, (d) written expression, or (e) content area literacy (30%). Develop a two-day lesson plan using UMCP Department of Special Education lesson format. Provide (1.) a rationale for the area you choose, taking care to explain the relevance to both the learning environment and the students’ educational needs. As this is only a two-day lesson, (2.) contextualize the learning objectives within a larger framework – what have the students learned before this learning experience? (3.) What would you want them to learn or practice after this set of experiences? (4.) Cite specific sources from this course in the “instructional steps and strategies” section of the lesson plan. You should have at least three citations for each day (THAT MEANS 6 DIFFERENT CITATIONS IN TOTAL…you may repeat an approach BUT you will still need 6 different approaches)– if this seems difficult, see me for guidance. (5.) The lessons should build on/follow each other sequentially in time. The first day may presume some background knowledge, but will likely introduce some new concept. The second day may reinforce or expand on the first. Finally, you will teach both lessons and turn in data on at least five students from your class. The lesson plans may be turned in at any time before or on the last day of class.

**Additional Required Readings** (available on Blackboard in the order mentioned on the syllabus)

Documented Disability Disclosure
I would like to work with you if you have a documented disability that is relevant to your work in this course. If you wish to discuss academic accommodations, please contact me within the first two weeks of the semester.

Assistance for Students in Distress
If you feel you are encountering problems that hamper your academic performance or life on campus, you may wish to call the Counseling Center at (301) 314-7651 for resources or referrals.

Student Support Service
Help in study skills, time management, writing, etc., is available at the Learning Assistance Service (LAS) in the Counseling Center, 2201 Shoemaker Bldg., (301) 314-7693, www.inform.umd.edu.

College of Education Foundational Competencies
The College of Education Technical Standards Policy was adopted in May 2004 and specifies the professional criteria expected of all Teacher Candidates in the College. Performance that meets Technical Standards is expected across all professional settings, including university-based coursework and field placements. If concerns arise in any professional setting, a referral will be made to the Teacher Candidate’s advisor. Each Teacher Candidate and University Supervisor will complete the Technical Standards evaluation at the end of each field placement experience. Additional Technical Standards evaluation forms may be completed if concerns arise in any professional setting. These evaluations will be reviewed along with candidates’ performance across all program requirements and coursework. Continuation in the EDSP teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Technical Standards.

Additional Important Information

1. University Honor Code
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonorcouncil.umd.edu/whatis.html.”

2. Course Evaluations
You are asked to provide two course evaluations when this class ends, although all are optional and anonymous. The University uses the CourseEvalUM system, of special interest to administrators, which is open between Tuesday, 12/3, and Sunday, 12/13 at www.courseevalum.umd.edu using your official University e-mail account. I will ask you to fill out a narrative (short answer) course evaluation too, because the first evaluations rarely help me make substantive changes to the course and I value your opinions about the learning experiences we have attempted this semester.