EDSP 482/682  Literacy Approaches for At-Risk Adolescents  
Fall  2008 

Susan De La Paz, Ph.D.  
301-405-2153  
13llG Education Building  
sdelapaz@umd.edu  

Class Meets:  Monday 4:15 - 7:00; BEN 0212  
Office Hours:  Monday 3:00 - 4:00, and by 
appointment  

Note: Please feel free to ask me or to contact me by e-mail for clarification of anything that is confusing to you, from concepts presented in class and in readings, to any details of classroom functioning. The success of our educational venture this quarter depends on mutual communication and learning.  

This course is designed to meet 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.  

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.  

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 2008)
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 in Literacy Approaches for At-Risk Adolescents (LA), Teaching Word Recognition Skills (TWR), or other assigned readings. See course assignments for an explanation of how this is intended to work.

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.

| Session 1: 9/8/08 | **TOPIC:** Course overview. |
| Session 2: 9/15/08 | **TOPIC:** Culture and Motivation, and Reading for Meaning.  
**READ:** *Literacy Approaches for At-Risk Adolescents (LA)* Chapters 1-3. |
| Session 3: 9/22/08 | **TOPIC:** Assessment, Reading Programs.  
**READ:** *LA* Chapters 4 and 8, Elms Reading #1: Literacy intervention programs |
| Session 4: 9/29/08 | **TOPIC:** Concept and Vocabulary Development, Part One.  
**READ:** *LA* Chapter 5, Elms Reading #2: SAT vocabulary instruction; *What Content Teachers Should Know about Literacy (WCT)* Chapter 4 |
| Session 5: 10/6/08 | **TOPIC:** Concept and Vocabulary Development, Part Two.  
**READ:** Elms Readings #3: Bringing words to life, and #4: Word wise & content rich |
| Session 6: 10/13/08 | **TOPIC:** Word Recognition, Part One.  
**READ:** *Teaching Word Recognition Skills (TWR)* Chapters 7-10; *WCT* Chapters 1-3 |
| Session 7: 10/20/08 | **TOPIC:** Word Recognition, Part Two.  
**READ:** *TWR* Chapters 9-10, Elms Reading #5: A word identification strategy |
| Session 8: 10/27/08 | **TOPIC:** Reading Comprehension, Part One.  
**READ:** *LA* Chapter 6, Elms Reading #6: Collaborative approaches to instruction and #7: Literature circles for students with disabilities; *WCT* Chapter 5  
**Guest Speaker:** Jane Easton, MCPS Instructional Specialist |
| Session 9: 11/3/08 | **TOPIC:** Reading Comprehension, Part Two.  
**READ:** *LA*, Chapters 9-10. |
| 11/10/08 | **No Class – Intern Immersion Session** |
| Session 10: 11/17/08 | **TOPIC:** Writing, Part One.  
**READ:** *LA* Chapter 7, Elms Reading #8 Spelling: From word lists to how words work  
**DUE:** Trade Book/Novel Mini-lesson |
| Session 11: | **TOPIC:** Writing, Part Two.  
**READ:** Elms Readings #9-11. Beyond noun-verb; Teaching middle school students to... |

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1 The first six chapters are considered review in this course – We will review chapter 6, but it is not a required reading.

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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. Learning through discussion (LTD; 15%). The LTD model is used in this class to organizes discussions around chapters of the books, *Literacy Approaches for At-Risk Adolescents (LA)*, and *Teaching Word Recognition Skills (TWR)*. Each person will sign up to lead a discussion and provide a written synthesis on one chapter from the book. Class members should come prepared to discuss each chapter. Turn in a copy of your LTD synthesis to the instructor at the beginning of class on the day of your presentation. Make 15 copies of your LTD for each class member. Your LTD synthesis should cover:
   a) A summary of the reading,
   b) Key vocabulary and definitions, and
   c) Discussion questions that promote application of the material.

3. Curriculum-based measurement (CBM; 20%). Students are expected to develop, administer, and analyze a progress monitoring project. You will target one learner in a content area (fluency, comprehension, written expression, or spelling), select or design an appropriate assessment tool, collect and graph baseline and intervention data using excel or an equivalent software program, administer an intervention, adjust the intervention based on the data, and develop goals for future course of action.

4. Trade book Mini-Lesson (10%). 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.

5. Lesson planning in one of the following areas (a) word recognition, (b) reading comprehension, (c) vocabulary, (d) written expression, or (e) content area literacy (40%). Develop a two-day lesson plan that includes:
   a) A summary of the reading
   b) Key vocabulary and definitions, and
   c) Discussion questions that promote application of the material.
lesson plan using the 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 – 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)


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# LTD PRESENTATION SCHEDULE

Please sign up for presenting your LTD synthesis and conducting a class discussion on one of the following dates.

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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 Technical Standards
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 three 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, 12/2, and Sunday, 12/14 at www.courseevalum.umd.edu using your official University e-mail account. The College of Education uses a different system, done on paper and in-class, on the last day of class, for NCATE (accreditation) purposes. I will ask you to fill out a narrative (short answer) course evaluation too, because the first two evaluations rarely help me make substantive changes to the course and I value your opinions about the learning experiences we have attempted this semester.