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Office Hours: Mondays, 8:00 – 9:00 PM;
and by appointment

EDCI 763: Reading, Cognition, and
Instruction

Section SPG1 (BCPS City Schools)
Spring 2009

Mondays, 5:00 – 7:45 P.M.

BCPS Board of Education Bldg., Room 301

General Information and
Tentative Syllabus

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Note: If you have a documented disability and wish to discuss academic accommodations with me, please contact me in writing during the first week of class.

Blackboard Academic Suite (ELMS) General Information

Blackboard Homepage: <http://www.elms.umd.edu>

Blackboard Student Help Line: 8:00 A.M. – 6:00 P.M., Mon. – Fri., (301) 405-1400

**University of Maryland (UM) / Baltimore City Public Schools (BCPS City Schools) /
Montgomery County Public Schools (MCPS) /**

Prince George's County Public Schools (PGCPS) Literacy Coach (LC) Web Site

LC Homepage: <http://www.education.umd.edu/EDCI/info/litcoach/index.htm>

Required Texts

Alvermann, D. E., Phelps, S. F., & Ridgeway, V. G. (2007). *Content area reading and literacy: Succeeding in today's diverse classrooms* (5th ed.). Boston, MA: Pearson Allyn and Bacon.

Marzano, R. J. (2004). *Building background knowledge for academic achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Toll, C. A. (2006). *The literacy coach's desk reference: Processes and perspectives for effective coaching*. Urbana, IL: National Council of Teachers of English.

Supporting Texts (highly recommended)

Barton, M. L., & Heidema, C. (2002). *Teaching reading in mathematics* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Barton, M. L., & Jordan, D. L. (2001). *Teaching reading in science*. Alexandria, VA: Association for Supervision and Curriculum Development.

Doty, J. K., Cameron, G. N., & Barton, M. L. (2003). *Teaching reading in social studies*. Alexandria, VA: Association for Supervision and Curriculum Development.

Smith, N. B. (2002). *American reading instruction* (Special Edition). Newark, DE: International Reading Association.

Course Performance Objectives

EDCI 763 is designed to provide graduate students with additional background in content area reading and literacy instruction with implications drawn from cognitive psychology for instructional practice and student learning.

There are seven performance objectives for the course: 1) students will understand current reading theory and pedagogy; 2) students will link current reading theory and pedagogy to content area reading instructional practice; 3) students will link current learning theory and instructional practice to content area reading pedagogy; 4) students will be able to review and critique research findings which suggest instructional implications for classroom practice; 5) students will demonstrate an understanding of multicultural, diversity, exceptional student, and inclusion issues relevant to the teaching of reading; 6) students will demonstrate an ability to use personal computer, software applications, the World Wide Web (www), and the internet for instructional planning in the teaching of reading; and 7) students will demonstrate an ability to use the World Wide Web (www) and the internet for information search and library applications for the teaching of reading.

Inclusion/Diversity/Technology References

- Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.
- Gollnick, D. M., & Chinn, P. C. (2004). *Multicultural education in a pluralistic society* (6th ed.). Paramus, NJ: Prentice-Hall.
- Jonassen, D. H. (2000). *Computers as mindtools for schools* (2nd ed.). Upper Saddle River, NJ: Merrill.
- Jonassen, D. H., Jowland, J., Moore, J., & Marra, R. M. (2003). *Learning to solve problems with technology: A constructivist perspective*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Lindsey, R.B., Roberts, L.M., & Campbell-Jones, F. (2005). *The culturally proficient school: An implementation guide for school leaders*. Thousand Oaks, CA: Corwin Press.
- Payne, R.K., DeVol, P., & Smith, D.T. (2001). *Bridges out of poverty: Strategies for professionals and communities*. Highlands, TX: aha Process, Inc.
- Robbins, K.N., Lindsey, R.B., Lindsey, D.B., & Terrell, R.B. (2006). *Culturally proficient instruction: A guide for people who teach* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Roblyer, M. D. (2003). *Multimedia edition of integrating educational technology into teaching* (3rd ed.). Old Tappan, NJ: Prentice Hall.
- Salend, S. J. (2001). *Creating inclusive classrooms: Effective and reflective practices* (4th ed.). Old Tappan, NJ: Prentice Hall.
- Singleton, G.E., & Linton, C. (2006). *Courageous conversations about race: A field guide for achieving equity in schools*. Thousand Oaks, CA: Corwin Press.
- Tatum, B.D. (2007). *"Can we talk about race? And other conversations in an era of school resegregation"*. Boston: Beacon Press.
- Tatum, B.D. (1997). *"Why are all the black kids sitting together in the cafeteria?" And other conversations about race*. New York: Basic Books.
- Thompson, G.L. (2004). *Through ebony eyes; what teachers need to know but are afraid to ask about African American students*. San Francisco: John Wiley & Sons, Inc.

Maryland State Department of Education (MSDE) Documents

- Council of Chief State School Officers. (1992). *Interstate New Teacher Assessment and Support Consortium Standards (INTASC)*. Washington, D.C.: The author.
- Maryland State Department of Education (MSDE). (1990, May). *Learning outcomes in mathematics, reading, writing/language usage, social studies, and science for the Maryland School Performance Assessment Program*. Baltimore, MD: Maryland School Performance Program, Maryland State Department of Education.
- Maryland State Department of Education (MSDE). (1996, September). *Maryland school performance program: High school core learning goals*. Baltimore, MD: The author.
- Maryland State Department of Education (MSDE). (1998, February). *Skills for success. Maryland School Performance Program. High school core learning goals. Core learning goals for: Learning skills, thinking skills, communication skills, technology skills, interpersonal skills*. Baltimore, MD: The author.
- Maryland State Department of Education (MSDE). (nd). *State Standards: Essential Dimensions of Teaching (EDOT)*. Baltimore, MD: The author.

Maryland State Department of Education (MSDE) Web Site: <http://www.msde.state.md.us/>

For Maryland (MSDE) Content Standards with Indicators refer to: <http://mdk12.org/> or <http://mdk12.org/mspp/high-school/>

Maryland Report Card

For performance reports by state, by local school system, and by individual schools, check the *Maryland Report Card* website: <http://www.msp.msde.state.md.us/>

General References on Mainstreaming

- Hardman, M. L., Drew, C. J., & Egan, M. W. (1996). *Human exceptionality: Society, school, and family* (5th ed.). Boston, MA: Allyn and Bacon.

- Male, M. (1994). *Technology for inclusion: Meeting the special needs of all students* (2nd ed.). Boston, MA: Allyn and Bacon.
- Mercer, C. D. (1997). *Students with learning disabilities* (5th ed.). Columbus, OH: Merrill.
- Putnam, J. W. (Ed.). (1993). *Cooperative learning and strategies for inclusion: Celebrating diversity in the classroom*. Baltimore, MD: Brookes Publishing Company.
- Retish, P. (1991). *Students with mild disabilities in the secondary school*. New York: Longman.
- Reynolds, M. C. (1982). *Teaching exceptional children in all America's schools* (Rev. Ed.). New York: Longman.
- Reynolds, M. C. (1988). *Adaptive mainstreaming: A primer for teachers and principals*. New York: Longman.
- Salend, S. J. (2001). *Creating inclusive classrooms: Effective and reflective practices* (4th ed.). Upper Saddle River, NJ: Merrill.
- Witt, C. J., Elliott, S. N., Gresham, F. M., & Kramer, J. J. (1988). *Assessment of special children: Tests and the problem-solving process*. Glenview, IL: Scott, Foresman and Company.

Major Assignments

All major assignments must be typed and prepared on standard size (8 1/2 x 11) white paper. Assignments should be double-spaced with 1 1/2 inch (4 cm) margins at the top, bottom, and sides. All outside sources used for any paper or project must be listed in a reference section and noted in the text of the paper or project according to an APA (see *Publication Manual of the American Psychological Association*, 5th edition) format. Finally, make photocopies of all submitted work for your files. Do not fax papers to me.

University Honor Code

The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

"I pledge on my honor that I have not given or received
any unauthorized assistance on this assignment/examination."

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.

Course Evaluation (CourseEvalUM)

The Course Evaluation (CourseEvalUM) system will be open for Spring Semester 2009 on Tuesday, May 2. Students may complete their Spring Semester evaluations at that time. The website (www) is as follows:
<https://www.courseevalum.umd.edu/>

Grading

All major assignments and shorter assignments will be graded on an A-F basis. Some of the shorter exercises will be graded on a P-F basis. Incompletes will not be given unless you make specific arrangements (in writing) with me before the final grade sheets are due. A written contract signed by both the student and the professor is required. You may obtain a contract form from the College of Education Access Center (1210 Benjamin Bldg.). The incomplete contract form used by undergraduates is adequate for this purpose.

Final Grades

All work will be taken into account in determining your final grade. Major assignments and quizzes will be given greater weight. Attendance and class participation will also be determining factors.

The breakdown is as follows:

- three (3) lesson plans: 60%
- mid-term quiz: 15%
- final quiz: 15%
- participation: 10%.

If you wish to check your final grade, go to the **University of Maryland Web Page**. Click on **Testudo**. Then click on **Records & Registration**. Finally, click on **View Your Grades**.

Quizzes

There will be a mid-term quiz (March 23) and a final quiz (May 1). Each quiz will consist of defining of terms and responding to essay questions. I will provide a review guide for both.

Attendance

Since class participation is an important part of this course, attendance will count as a factor in determining your final grade.

Major Course Requirements

Course Reading

Your required reading for EDCI 763 is *Content Area Reading and Literacy: Succeeding in Today's Diverse Classrooms, Building Background Knowledge for Academic Achievement, and The Literacy Coach's Desk Reference*. In addition, there are REQUIRED readings. These texts and REQUIRED readings will serve as the focus for the mid-term and final quizzes.

I highly recommend that you read the recommended supporting texts (not required), and research articles (not required), and think pieces (not required). If you wish to receive credit for this reading, you may complete and submit a Reader Response (RR) for each. Refer to the RR form (p. 14).

Three Required Lesson Plans

The three (3) required lesson plans serve as the major requirement for the course. Your first lesson plan will demonstrate your best effort to plan reading-intensive instruction in your content area for one class lesson. Your second and third lesson plans will demonstrate your ability to plan reading instruction in English Language Arts and/or Mathematics/Science and/or Social Studies. Please make sufficient copies of your lesson plans for your colleagues and me. We may decide to send them to each other as email attachments the day before they are due.

Please refer to Baltimore City Public Schools (BCPS City Schools) curriculum guides (especially grades 9 and 10) in English Language Arts, Mathematics, Science, and Social Studies. Some may be available for you via the web.

Finally, you may use your preferred lesson plan format or the *Simple Lesson Plan Format* provided for this course (see p. 12).

Publication Manual of the American Psychological Association (APA, 5th ed.)

APA conventions for prose style and references should be followed. Careful editing and proofreading are expected. Your writing should be clear, well organized, and demonstrate command of edited American English. Review chapter 2 in the APA publication manual on writing style.

Summary of Due Dates

Feb. 16	Lesson Plan 1
March 23	Lesson Plan 2: Social Studies or English Language Arts
April 20	Lesson Plan 3: Mathematics or Science

WAM (Work Stations at Maryland) **Student Computer Account**

All new students at the University of Maryland may apply for a free **WAM** account at the following web address: <http://www.oit.umd.edu/new/student.html>

If you have any questions, call the Program Library at (301) 405-4261. For General Information, call **Academic Information Technology Services** at (301) 405-7171.

World Wide Web (WWW) Access to the University of Maryland

University of Maryland General Information: <http://www.umcp.umd.edu/>

University of Maryland Testudo: <http://www.testudo.umd.edu/>

University of Maryland Libraries: <http://www.lib.umd.edu/UMCP/>

University Book Center: <http://www.inform.umd.edu/CampusInfo/Departments/UBC/>

University of Maryland SEATS: http://www.seats.umd.edu/seats-bin/seats__suite

Online Writing Centers

Below, I have included information on three important online writing centers.

HARVARD UNIVERSITY

Cambridge, Massachusetts

<http://www.fas.harvard.edu/~wricntr/>

PURDUE UNIVERSITY

West Lafayette, Indiana

<http://owl.english.purdue.edu/>

RENSSELAER POLYTECHNIC INSTITUTE

Troy, New York

<http://www.rpi.edu/web/writingcenter/handouts.html>

Review these web site resources for regular students, for exceptional students with special needs, and for English Language Learners (ELLs).

Recording of Class Lectures

All rights reserved. No part of any lecture may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording or any informational storage and retrieval system, without permission in writing from the professor.

Cell Phones

Please turn off cell phones during class sessions.

Questions or Problems

If you have any questions or problems regarding assignments, papers, or quizzes, please see me about them. By working together, we can resolve any difficulties. Do not hesitate to stop by during my office hours or to make an appointment for some other convenient time.

Tentative Schedule and Course Syllabus

1. Monday, January 26, 2009

Introduction to the class
Course/text overview
Using *ELMS/Blackboard* (BB) at Maryland

2. Mon., Feb. 2

Content Literacy and the Reading Process
Language, Diversity, and Culture

Alvermann et al., *Content area reading and literacy: Succeeding in today's diverse classrooms*, Chapters 1 & 2

Required Reading

Resnick & Resnick, *The Nature of Literacy: An Historical Exploration*
Eisner, *Reading and the Creation of Meaning*

3. Mon., Feb. 9

Creating a Favorable Learning Environment
Planning for Content Literacy

Alvermann et al., Chapters 3 & 4

Required Reading

Graves, *Theories and Constructs That Have Made a Significant Difference in Adolescent Literacy*

4. Mon., Feb. 16

Assessment of Students and Textbooks
Preparing to Read

Alvermann et al., Chapters 5 & 6

Distribute Lesson Plan 1

Required Reading

Graves, *Scaffolding Reading Assignments*

Pearson & Gallagher, *The Instruction of Reading Comprehension*
Smith, *Standardized Testing Versus Authentic Assessment: Godzilla Meets Winnie-the-Pooh*

5. Mon., Feb. 23

Reading to Learn
Increasing Vocabulary and Conceptual Growth

Alvermann et al., Chapters 7 & 8

Discuss Lesson Plan 1

Required Reading

Rumelhart, *Schemata: The Building Blocks of Cognition*
Biancarosa & Snow, *Reading Next: A Vision for Action and Research in Middle and High School Literacy*

6. Mon., March 2

Reflecting on Reading
Writing Across the Curriculum

Alvermann et al., Chapters 9 & 10

Required Reading

Moats, *Teaching Reading IS Rocket Science*
Pearson, *American Reading Instruction Since 1967*

7. Mon., March 9

Studying and Study Strategies
Developing Lifetime Readers: Literature in Content Area Classrooms
Literacy Coaches: A Sign of the Times

Alvermann et al., Chapters 11, 12, & 13

Required Reading

Rayner et al., *How Psychological Science Informs the Teaching of Reading*
Langer, *Beating the Odds: Teaching Middle and High School Students to Read and Write Well*

8. Mon., March 16

University of Maryland Spring Break

9. Mon., March 23

The Importance of Background Knowledge
Six Principles for Building an Indirect Approach

Marzano, *Building background knowledge for academic achievement*, Chapters 1 & 2

Distribute Lesson Plan 2: English Language Arts or Social Studies

Mid-Term Quiz

10. Mon., March 30

Tapping the Power of Wide Reading and Language Experience
Building Academic Background Knowledge Through Direct Vocabulary
Instruction

Marzano, Chapters 3 & 4

Discuss Lesson Plan 2: English Language Arts or Social Studies

Required Reading

Pressley et al., *Instruction and Development of Reading Fluency in Struggling
Readers*

Samuels, *Automatic Decoding and Reading Comprehension*

11. Mon., April 6

Six Steps to Effective Vocabulary Instruction
Defining an Academic Vocabulary
Setting Up a Schoolwide or Districtwide Program

Marzano, Chapters 5, 6, & 7

Required Reading

Short & Fitzsimmons, *Double the Work: Challenges and Solutions to
Acquiring Language and Academic Literacy for Adolescent English
Language Learners*

Slater & Horstman, *Teaching Reading and Writing to Struggling Middle*

School and High School Students: The Case for Reciprocal Teaching

12. Mon., April 13

Research Day
(Annual meeting of the *American Educational Research Association*)

13. Mon., April 20

Introduction
Processes for Individual Conferences

Toll, *The literacy coach's desk reference: Processes and perspectives for effective coaching*, Chapters 1 & 2

Distribute Lesson Plan 3: Mathematics or Science

Required Reading

Hacker & Tenent, *Implementing Reciprocal Teaching in the Classroom: Overcoming Obstacles and Making Modifications*
Palincsar & Brown, *Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities*

14. Mon., April 27

Processes for Group Meetings
Processes for Demonstration Lessons

Toll, Chapters 3 & 4

Discuss Lesson Plan 3: Mathematics or Science

Required Reading

Garcia, *Bilingual Children's Reading*

15. Mon., May 4

Processes for Serving the Entire School

Toll, Chapter 5

Required Reading

TBA

16. Mon., May 11

Processes for Serving Individual Students
Conclusion

Toll, Chapters 6, & 7

Required Reading

TBA

Final Quiz

Tuesday, May 12, last day of classes at the University of Maryland