

UNIVERSITY OF MARYLAND

College of Education
Reading Center
2230 Benjamin Building
Telephone: 301/405-3153

EDCI 463: THE TEACHING OF READING IN THE SECONDARY SCHOOLS ¹

Instructor:	Dr. Olivia Saracho	Spring 2004
Office:	Benjamin 2304H	Class: Wednesday 1:00- 3:45 p.m.
Telephone:	301/405-3155 (voice mail)	Class Location: EDU 0212
E-mail:	os1@umail.umd.edu	
Office Hours:	Tuesday 3:00-4:00 p.m.	

GENERAL INFORMATION:

Purpose: The purpose of this course is to provide secondary school teachers with understanding of the need for and approaches to teaching students to read and learn from content area texts.

REQUIRED TEXTS:

Please bring your book/readings to class.

1. Vacca, R. T., & Vacca, J. L. (2002). *Content area reading* (7th ed.) New York: Longman.
2. Courtney, Gretchen & Jossart, Sarah. *Nonfiction literacy*. Dubuque, Iowa: Kendall/Hunt Publishing Company.
3. Johns, J. L., & Berglund, R. L. (2002). *Strategies for content area learning*. Dubuque, Iowa: Kendall/Hunt Publishing Company.
4. Readance, John E., Bean, Thomas W., & Baldwin R. Scott. *Content area literacy: An integrated approach*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

1 If you have a documented disability and wish to discuss academic accommodations with me, please contact me as soon as possible.

5. Assigned readings from journal articles or book chapters.

SUPPLEMENTARY TEXTS:

6. Baldwin R. Scott, Readance, John E., & Bean, Thomas W. *Targeted Reading: Improving achievement in middle and secondary grades*. Dubuque, Iowa: Kendall/Hunt Publishing Company.
7. Nowicki, J. J. & Meehan, K. F. (1997). *Interdisciplinary strategies for English and social classrooms: Toward collaborative middle and secondary teaching*. Boston: Allyn & Bacon.
8. Manning, Maryann; Manning, Gary; and Long, Roberta. (1994). *Theme emersion: Inquiry-based curriculum in elementary and middle schools*. Portsmouth, NH: Heinemann.
9. Billmeyer, R., & Barton, M. L. (1998). *Teaching Reading in the Content areas*. Aurora, Colorado: Mid-continental Research for Education and Learning.
10. Starkey (1998). Teaching Writing Creatively. Portsmouth, NH: Heinemann Educational Books, Inc.

SPECIFIC ASSIGNMENTS AND TESTS INCLUDE:

Assignments are due on (or before) the designated date. **Late work will receive a 20% point reduction for each class day that the assignment is late.**

<u>Point value</u>	<u>Assignment</u>
50	Participation
25	Strategy presentations
100	Family literacy articles
75	Journal (Internet Assignment)
200	Midterm Examination
100	Strategies Portfolio (10 strategies)
50	Portfolio Evaluation
100	Thematic unit plan (4 connected frameworks)
100	Thematic unit presentation
200	Final Examination

1000 Total

Grading

The mark of A denotes excellent mastery of the subject. It denotes outstanding scholarship. It represents an internalization and the creative use of the principles underlying instruction.

The mark of B denotes good mastery of the subject. It reflects an understanding of and the ability to apply the principles underlying instruction.

The mark of C denotes acceptable mastery. It reflects successful completion of all assigned work.

The mark of D denotes minimal understanding of the subject. It denotes marginal performance, and it does not represent satisfactory progress.

The mark of F denotes failure to understand the subject.

Participation/Attendance

1. Active involvement in class discussions is expected in the form of comments, questions, and observations pertinent to the topic. Your involvement should reflect your careful considerations of assigned readings.
2. Participation also includes written reactions to the readings and active, timely involvement in group and partner responsibilities during class meetings.
3. Since participation cannot occur without regular attendance, your presence in class is required. **You are expected to be on time and to be present for the entire class meeting.**