EDCI 463: READING IN THE SECONDARY SCHOOL

Recent research on education indicates a strong need for reading instruction in the content areas and in secondary schools. Students need to know how to read and write a variety of content area texts, use literacy strategies across the curriculum, learn from and respond to content texts, and incorporate newly learned concepts and content information into their schema. Traditionally, students learned to read outside of instruction in science, social studies, mathematics, and other subjects. At the same time, they were expected to complete extensive reading and writing assignments in these content areas while lacking the requisite knowledge of literacy strategies. Because content area teachers possess a deep understanding of the academic demands of their disciplines, they are in the best position to provide instruction on how to read and write content texts and how to develop academic vocabulary. The purpose of this course is to provide secondary school teachers with knowledge about content area reading instruction and discipline-specific literacy practices.

Instructor: Dr. Margaret H. Jenkins
Email: mjenkin3@umd.edu
Office: Benjamin Building, Room 2311
Phone: 301-405-3244
Office Hours: Before class and by appt.

Semester: Spring 2014
Meeting Times: Tue. & Thu., 2 - 3:15 p.m.
Class Location: Edu 2212
Section: 0101

COURSE STANDARDS & OBJECTIVES

This course addresses the International Reading Association’s Standards for Reading Professionals (2010) for secondary content teachers:

Middle and High School Content Classroom Teachers will:
1. understand the theoretical and evidence-based foundations of reading and writing processes and instruction
2. use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing
3. use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
4. create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society
5. create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments
6. recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility

The full description of the IRA standards and descriptors is available online at:

The learning outcomes for this course are taken from the course guidelines for Teaching Reading in the Content Areas: Part II developed by the Maryland State Department of Education. At the conclusion of the course, candidates will:

1. implement a coherent literacy program that supports content area learning (IRA Standards 2.1, 2.2, 2.3)
2. use a variety of strategies to promote independence in content area reading (IRA Standards 2.3, 4.2, 5.1, 5.2, 5.3)
3. use a variety of texts and approaches, including technology, to assist students who are having difficulty in reading (IRA Standards 2.2, 2.3, 4.3)
4. incorporate methods in the content areas to address the diverse backgrounds of their students, including culture, language, disabilities, and giftedness (IRA Standards 4.1, 4.2, 4.3, 5.4)
5. plan & teach lessons in the content areas focused on text-based concept development (IRA Standards 2.2, 2.3)
6. facilitate appropriate learning experiences for students with various reading abilities (IRA Standards 2.2, 2.3, 4.3)
7. use formal & informal writing strategies to facilitate student learning in the content areas (IRA Standards 2.1, 2.2)
8. implement coherent classroom approaches for assessing content area literacy (IRA Standards 3.1, 3.2, 3.3, 3.4)

REQUIRED TEXTS

- Two (2) professional books from the book report book list distributed in class. [Books may be purchased online from Amazon or Barnes and Noble].

REQUIRED TECHNOLOGY

EDCI 463 has a blended course format, which means that there are regular face-to-face class sessions and online and/or student-led discussion sessions. Each student must have a university account with Enterprise Learning Management System (ELMS, https://elms.umd.edu/) and an updated university email address. Canvas (ELMS) and your university email account will be used as the method for communication outside of regular class meetings. Students are expected to check Canvas and email regularly for announcements, homework assignments, and course materials, including the syllabus. Canvas uses your university email address.
(mail@umd.edu) for all communication unless you have officially changed your email address with the university. It is the responsibility of the student to make sure that the email address in Canvas is accurate. Students may verify or change their email address on Testudo (http://www.testudo.umd.edu/).

ASSIGNMENTS & GRADING

All work will be taken into account in determining your final grade. All major assignments will be graded from A-F. On these assignments, please write and sign the University of Maryland Honor Pledge. Some of the shorter homework, assignments, exercises, and quizzes will be graded on a Pass/Fail or Satisfactory/Unsatisfactory basis. Incompletes will not be given unless you make specific arrangements (in writing) with the instructor before the final grades are due.

Class Participation & Activities (15%)
This portion of the grade takes into account the student’s preparation for class, level of engagement during class, and contributions to discussions and activities. Students are expected to attend and participate in all class meetings and activities, complete all readings, and complete all homework assignments. In addition, there will be 2 peer reviews of lesson plans in which students will give suggestions and positive feedback to each other regarding the lesson plans. (IRA Standards 1.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4)

NOTE: Ringing cell phones, telephone conversations, emailing, social networking, text messaging, completing work for other classes, and surfing the Internet are all distracting, unprofessional, and inappropriate during class. All cell phones are to be turned off during class.

Team Teaching (1) (10%)
For this assignment, students will work in teams or with partners and assume responsibility for teaching a lesson to the class using various strategies. Strategies are presented in the textbook as well as demonstrated by the instructor. Team teaching presentations will occur throughout the semester based on the sign-up schedule. In particular, students will plan a brief engaging presentation and lesson that shows how they would use the selected strategy with a short text in their content areas. Additional information about the assignment will be presented in class. (IRA Standards 2.1, 2.2, 2.3)

Book Club Reflections (2) (15%):
There will be a total of two reflections, each two pages long (typed, double-spaced). The first reflection will be due after the first Book Club 1 meeting (after discussion of the first half of the book chosen for Book Club 1). The second reflection will be due after the third Book Club meeting (after discussion of the first half of the book chosen for Book Club 2). The first page of the reflection will be about the discussion you had with your group (i.e., references, questions you discussed, comments that were made, and other pertinent information). The second page of the reflection will be your personal thoughts about the discussion, your perspective, questions you might have, and what aspects of the book apply to you and your future as a teacher.
These reflections will be submitted in Canvas and will show your accountability for meeting with your team on the scheduled days. These postings are due by 11:59 p.m. on the Saturday following the discussion. A rubric will be provided before the first posting is due. (IRA Standards 1.1, 2.1, 2.2, 2.3)

**Book Club Projects (2) & Project Reflections (2) (30%)**
There will be two Book Club Projects throughout the semester (each project is worth 15%). Each of the projects (i.e., PowerPoint, Prezi, Short Video) should show your groups’ knowledge of the book and its connection to not only your individual content areas but also the strategies that have been discussed in class, up until that point. You will meet with your groups to discuss how you want to present your project to the class after you finished your selected book.

Along with the project, each individual will be responsible for turning in a project reflection (two total). The reflection should cover your thoughts on how well the group/individuals worked together, the presentation, and your overall perspective on the book and its connection or lack of connection to your content area. This should include references to show your knowledge of the book and what we have covered in class. This reflection should not exceed two pages.

The project will be submitted on Canvas in your book club group as directed by the instructor. The individual project reflection will be submitted in Canvas as an individual assignment. A rubric will be provided a few weeks before the project is due. (IRA Standards 1.1, 1.3, 4.1, 4.3, 6.1, 6.2, 6.3, 6.4)

**Unit Plan (3 Lessons) (30%)**
The Unit Plan will consist of three lesson plans. Typically, a unit plan consists of more lessons, but for the purposes of this course we will be working on the first few lessons of a larger unit plan. The lesson plans will be in succession of one another and can either be 50 or 90 minutes long, depending on your current and/or future teaching situation. The lesson plans will be in a specific format that is outlined by your book and the instructor and will consist of strategies that we have learned in class. The book and supplemental reading/literacy materials you will use will depend on your content area. Furthermore, you are to choose a grade level and a class level in order to make sure your lesson plans are focused. We will work on these lesson plans throughout the semester and a rubric and a more descriptive outline of the Final Unit Plan will be provided as we progress through the course.

In order to develop your lesson plan strategically, you will be asked to bring in the lesson plan drafts and do peer review (2 total). The peer reviews sheets will be collected on the class date after the Final Copy due date. The peer review points cannot be made up if you are absent or do not have your paper ready during the beginning of class on the date of review. (IRA Standards 1.3, 2.2, 2.3, 3.2, 3.3, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4)

**Grading Scale**

A=90-100  
B=80-89  
C=70-79  
D=60-69  
F= Below 60

All assignments should be typed and turned in to the instructor in class or uploaded to Canvas as specified by the instructor. Typically, all reflections and final copies of the lesson plans should
be uploaded into Canvas, and Team Teaching plans should be turned in as hard copies after the presentation. Emailed assignments will not be accepted. Late assignments will be marked down at least one letter grade.

Lesson plan drafts should be typed and ready for your classmates to review in the beginning of class on the due date. For the review, you may print out a hard copy or have an accessible online copy for your reviewer. Peer reviews cannot be made up.

**TENTATIVE SCHEDULE**

Check Canvas each week for any homework, assignment, and schedule updates. All readings listed below are from the primary textbook, *Teaching through text: Reading and writing in the content areas*. Supplemental article readings will also be assigned and will be either distributed in class or available on Canvas. Learning strategies from other sources are listed with an asterisk* and notes will be provided. Please **read the assigned chapter or pages before class** so you may be prepared for class discussions and activities.

**Week 1** 1/28/14  
Introduction, Chapter 1: The Importance of Literacy in Content Areas (pp. 3-21)—Literacy and its relationship to the oral language processes of speaking and listening, Four aspects of literacy  
“Turn and Talk”* strategy

1/30/14  
Chapter 1 (Cont.): Content Literacy and the Common Core Standards  
Maryland State Standards (available as a link on Canvas)  
Academic Language Article  
“Gallery Walk”* strategy  
Sign up for Book Club Groups, meet briefly for planning

**Week 2** 2/4/14  
Chapter 2: Literacy Processes (pp. 22-34)—Reading and writing as language processes  
“Writing Learning Objectives”*

2/6/14  
“Planning a Unit”*  
Chapter 2 (Cont.)—Writing as a process guide  
**Sign up for Team Teaching**

**Week 3** 2/11/14  
Chapter 3: Getting to Know Your Students, Your Materials, and Your Teaching (pp. 35-53)—Evaluating students’ reading ability, “Running Records”*  
2/13/14  
Chapter 3 (Cont.)—Readability, Instructional Practice Survey

**Week 4** 2/18/14  
“Planning a Unit- Lesson Plans”
Chapter 4: Teaching for Diversity (pp. 54-66)

2/20/14  Unit Plan Lesson 1 Draft due- Peer Review
Chapter 4 (Cont.)— Culturally responsive strategies

Week 5  2/25/14  Unit Lesson Plan #1 Due
Chapter 5: Building Prior Knowledge (pp. 69-84)
“Quotation Mingle”*

2/27/14  Chapter 5 (Cont.)—Adding to prior knowledge
“Reading a Visual Image”

First Book Club Group Meeting (Book 1)
Meet with your group to discuss the first half of your selected book and to make plans for future goals for group project. Detailed directions for the structure and format of the discussion will be provided in class.

Reflection Paper Due (Submit to Canvas by Sat. 11:59 p.m.)

Week 6  3/4/14  Chapter 6: Introducing Technical Vocabulary (pp. 85-104)
“Visual Cue Vocabulary Cards,”* “LINCs Strategy”*

3/6/14  Chapter 6 (Cont.)— Question-answer relationships (QARs, p. 116), ConStruct (concept structuring, p. 119)

Week 7  3/11/14  Chapter 7: Making Reading Purposeful (pp. 109-125)— Use of questions as purpose-setting device, Levels of questioning “Tableaux”*

3/13/14  Chapter 7 (Cont.)— Stated objectives and outcomes, Graphic Organizers, ConStruct, Charts, Problem solution, Summary writing Outlining “Text-on-text Annotations”*

3/16/14 – 3/23/14  SPRING BREAK NO SCHOOL

Week 8  3/25/14  Unit Plan Lesson 2 Draft due- Peer Review
Chapter 8: Reading Guides (pp. 126-143)
“Reading Road Map”*

3/27/14  Chapter 8 (Cont.)— Guides and Cooperative learning, Jigsaw “Mental Imagery”*

Second Book Club Meeting (Book 1) – plan projects
Unit Lesson Plan #2 Due

Week 9  4/1/14  Book Project 1 Presentations
Project Reflection Paper (Submit to Canvas by Sat. 11:59 p.m.)
| Week 10 | 4/8/14 | Chapter 10: Questioning and Discussion (pp. 163-185)  
Reciprocal teaching (p. 153-167) |
|---|---|---|
| 4/10/14 | Chapter 10: (Cont.)—Discussion strategies  
“Taking a Stand”* and “Arguing Both Sides”* |
| Week 11 | 4/15/14 | Chapter 11: Reinforcing and Extending Content Knowledge (pp. 186-205)—Charting, Extended Writing Activities |
| 4/17/14 | Chapter 11 (Cont.)—Activities with game format: Quiz bowl, Concept bingo, Dictionary challenge, Crossword puzzles |
| Week 12 | 4/22/14 | Chapter 12: Study skills: Encouraging Independence in Content  
Literacy (pp. 209-222)—Note taking, Reviewing, Test taking  
Third Book Club Meeting (Book 2)  
Reflection Paper Due (Submit to Canvas by Sat. 11:59 p.m.) |
| 4/24/14 | Chapter 12 (Cont.)—SQ3R, PLAE (preplanned, list, activity, evaluate) |
| Week 13 | 4/29/14 | Chapter 13: Student Attitudes: Encouraging Content Literacy (pp. 233-239)— Understanding motivation- expectancies, incentives  
Different Means of Completing Assignments  
5/1/14 | Selecting & Using Technology, Technology (Text-to-speech, etc.)  
as accommodations  
Chapter 13 (Cont.)-- Methods of improving student attitudes towards content literacy |
| Week 14 | 5/6/14 | Types of assessment, assigning grades  
Fourth Book Club Meeting (Book 2)  
This is the last book club meeting. Plan and develop your project.  
5/8/14 | Book Club Projects Due (Book 2)  
Class Presentations |
Week 15      5/13/14  Performance based assessments
Performance based assessments
Project Reflection due
Unit Plan Lesson 3 due

5/15/14  Review, Course Reflection (part of Final)

Week 16      5/20/14  Final Exam

BOOK LIST (additional titles may be added by the instructor)
You need to choose Two (for Book Club 1 and Book Club 2):


GENERAL INFORMATION & POLICIES

Attendance
Regular attendance and participation are expected. Please see the university policy below.

University policies excuse the absences of students for illness, religious observances, participation in university activities at the request of university authorities, and compelling circumstances beyond the student’s control (e.g., car accident).

Classes Missed Due to Illness
In the event that a class must be missed due to an illness, the policy in this class is as follows:

For every medically necessary absence from class (lecture, recitation, or lab), a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students
must bring a note identifying the date of and reason for the absence, and must sign the note acknowledging that the information in the note is accurate. Failure to provide an accurate statement is a violation of the university honor code.

If a student is absent more than 2 times due to illness and wishes to have the absence excused, then the student is required to bring documentation signed by a health care professional. If a student is absent on days when tests are scheduled or papers are due [or other such events as specified in the syllabus] he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

Religious Observances
Please inform the instructor(s) of any absences for religious observances in advance. The UM Policy concerning academic assignments on dates of religious observances (http://www.president.umd.edu/policies/docs/iii_510a.pdf) states the following:

*It is the policy of UM that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever practicable, to make up academic assignments that are missed due to such absences. It is the student's responsibility to contact the instructor for each course in which work is missed, and make arrangements for make-up work or examinations.*

Excused Absences
*Excused* absences (see above attendance policy for which types of absences may be excused) may be made up by completing a 2-page typed reflection paper on the assigned topics or by writing an additional lesson plan that includes the assigned strategy or strategies. Papers should be submitted to the instructor in person when the student returns to class. Students should provide documentation for excused absences.

Unexcused Absences
Absences that do not meet the above criteria (see university policy statement above) are NOT excused and are NOT subject to the same criteria listed above for making up work, assignments, tests, and other activities. These absences are *unexcused* and may affect the student’s grade (due to missed assignments, lack of participation, and missed activities).

Weddings, honeymoons, appointments, interviews, flights, birthdays, sporting events, concerts, plays, organization meetings, work, trips, family trips or cruises, Spring Break and other breaks, etc. are NOT excused absences. **These are examples of unexcused absences.**

Advance Notification of Absences
Students should make every effort to notify the instructor in advance of an absence (excused or unexcused). This may be done by email. **Please note that advance notification of an absence does NOT make the absence excused.**
Academic Integrity & Honor Pledge
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.”

The student-administered Honor Code and Honor Pledge prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. 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. For further information, consult http://www.studenthonorcouncil.umd.edu/index.html.

Online Course Evaluations:
At the end of each semester, students are asked to complete course evaluations through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. The link at which you can access the submission system is www.courseevalum.umd.edu.

Emergency Protocol
In the event of a campus emergency and/or closing of the university, please check Canvas and your university email account for information regarding class meetings and assignments. In most cases, cancelled class meetings will be made up with online classes.

Accommodations for Students with Disabilities
If you have a documented disability and wish to discuss academic accommodations, please contact the instructor as soon as possible. The University is legally obligated to provide appropriate accommodations for students with disabilities. The campus's Disability Support Service Office (DSS) works with students and faculty to provide appropriate accommodations. To receive accommodations, students must first have their disabilities documented by DSS. The office then prepares an Accommodation Letter for course instructors regarding needed accommodations. Students are responsible for presenting this letter to their instructors by the end of the drop/add period.

Copyright Protection for Course Materials
Because commercial firms have been paying students to take notes and collect course materials, which are then copied and sold, faculty members may wish to notify students at the beginning of the course that these materials are copyrighted. Course materials that exist in a tangible medium, such as written or recorded lectures, Power Point presentations, handouts and tests, are copyright protected. Students may not copy and distribute such materials except for personal use and with the instructor's permission.
**Special Note**
Please set up an account with Google or Dropbox so you may have online access to your documents as well as share documents with your book club group members.
On the days for Lesson Plan Reviews (3 total), bring either a hard copy of your draft or have a device (laptop, ipad, ipod, smart phone, etc.) so your peer reviewer can read it and give you feedback.
College of Education & InTASC Standards Addendum

This course is part of a program for initial certification for teacher preparation in the College of Education (COE) at the University of Maryland, College Park and therefore is grounded on the COE’s framework and mission. Candidates will develop knowledge of subject matter, pedagogy, learners, curriculum, educational goals and assessment, social and cultural contexts, and technology. In addition, they will begin to demonstrate the COE’s Emerging Commitments in the following areas: equity and diversity, advocacy, internalization, reflection, innovation and creativity, responsible and ethical action, and specialist competence. Finally, as a requirement for initial teacher certification, the goals, assignments, and assessments in this course are aligned with the InTASC Model Core Teaching Standards (2011).

<table>
<thead>
<tr>
<th>EDCI 463 Major Assessments</th>
<th>Team Teaching</th>
<th>Book Club Project</th>
<th>Unit Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COE Standards</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Subject Matter</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2. Pedagogy</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Educational Goals &amp; Assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Social &amp; Cultural Contexts</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>7. Technology</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>COE Emerging Commitments</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Equity &amp; Diversity</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Advocacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Internalization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reflection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Innovation &amp; Creativity</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6. Responsible &amp; Ethical Action</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>7. Specialist Competence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>InTASC Standards</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Learner Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Learning Differences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Learning Environments</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. Content Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Application of Content</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6. Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Planning for Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Instructional Strategies</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>9. Professional Learning &amp; Ethical Practice</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>10. Leadership and Collaboration</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>