EDCI 661: CONTENT AREA READING
2010 Fall Sep 7- Dec 7, 2010
Tuesday, 5:00 -8:15 PM

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Office Hours 4:00-5:00pm on Tuesday

DESCRIPTION

EDCI 661: Content Area Reading is part of a six-credit, two-course strand in the Master’s Certification secondary education program that addresses content area reading and literacy. This specific course focuses on implementing a literacy program to support content learning, instructional strategies and environments that support content area reading, cultural and linguistic influences on reading development and content understanding, text selection and strategies for text-based concept development, writing, and classroom assessment strategies. In addition, course information will address instruction for students of all levels and abilities, including struggling readers. The other course, EDCI 763: Reading, Cognition, and Instruction: Reading in the Content Areas focuses on the influence of cognitive psychology on content area reading and learning, reading motivation, vocabulary development, and strategic instruction.

As required courses in the Master’s Certification program, both EDCI 661 and 763 emphasize the importance of research and inquiry, professional and content knowledge, diversity, technology, and collaboration in the development of reflective practitioners.

COURSE OBJECTIVES

This course meets the Maryland State Department of Education (MSDE) reading course requirement, Teaching Reading in the Content Areas, Part II.

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

This course also addresses the classroom teachers’ portion of the Standards for Reading Professionals (IRA, 2003).

Students will:
1. have knowledge of the foundations of reading and writing processes and instruction
2. use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction
3. use a variety of assessment tools and practices to plan and evaluate effective reading instruction
4. create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and appropriate use of assessments
5. view professional development as a career-long effort and responsibility

**COURSE TEXT**

**Required textbook:**

**Supplementary textbook:**

**ADDITIONAL SUGGESTED READINGS**


Additional supplemental readings may be assigned at the discretion of the instructor.

**COURSE REQUIREMENTS**

**Participation, Homework, & Class Activities**

You are expected to attend all scheduled classes and to participate in class discussions, activities, and tasks. This portion of your grade will take into account the quality and substance of your contributions to our on-going learning and your completion of activities. Possible homework and class activities include reflection journals, discussion leading activities, small group activities, class discussions, research tasks, instructional planning, reading presentations, etc. [10%]

**Assignments and Projects**

1. **Book Chapter Discussion:** Every student will select and present a book chapter or one of the suggested reading that he/she is interested in to the class and lead discussions. The discussion leader will prepare slides or handouts for their presentation. The leader will also provide inspiring questions and design activities to facilitate class discussions. The total time is 30-40 minutes. [20%]

2. **Topic Presentation:** Every student will select one topic as designated in the last page of the syllabus. The student will research and present on this topic using credible references, such as research papers, books or online sources. During the discussion, the student will explain the topic first and develop one instructional activity to teach it in k-12 classroom settings. The total time is 30-40 minutes.
3. Teaching Reflection: Students will prepare one page of teaching reflection and use five minutes to share it with the rest of the class at the beginning of each class. This activity aims to create a platform for teachers to address issues of their most concern and share teaching resources. Students could introduce a book or articles related to teaching Chinese, share an online program or a website, raise questions of teaching and learning Chinese in the U.S. context, and discuss any other topics of interest. On the paper, the student should include the topics (resource websites/book titles/news/instructional themes, etc), the purposes of choosing this topic and personal responses. [10%]

Assignment Guidelines
1. All assignments should be typed with Times New Roman, 12 pt with dates and names.
2. Incompletes will not be given for this class.
3. Late submissions will result in a half-grade drop per day late, unless arrangements are made with the instructor.

4. Literacy Unit Design and Teaching Demonstration: Students will develop an instructional unit that focuses on a theme or concept and includes appropriate reading and writing strategies. Units should contain an introduction, content and standards, 3 detailed lesson plans in an instructor-approved lesson plan format, supporting materials, and references. One of the lessons will be presented in class and are due at the end of the semester. Further information about this assignment will be provided by the instructor. Due on Dec 7. [40%]

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings</th>
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<tr>
<td><strong>Sep 7</strong></td>
<td><strong>Course Introduction</strong></td>
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<td><strong>Course Introduction</strong></td>
<td><strong>Syllabus introduction/APA style, Research Port,</strong></td>
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<tr>
<td><strong>Content Area Reading &amp; Literacy</strong></td>
<td><strong>EndNote</strong></td>
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<td><strong>Readers, Thinking, &amp; Subject Matter Content</strong></td>
<td><strong>Reading in Chinese language</strong></td>
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<td><strong>Sept 14</strong></td>
<td><strong>Content Area Reading &amp; Literacy</strong></td>
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<tr>
<td><strong>Content Area Reading &amp; Literacy</strong></td>
<td><strong>Fisher &amp; Frey (2007)</strong></td>
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<td><strong>Readers, Thinking, &amp; Subject Matter Content</strong></td>
<td><strong>TCFL Chapter 1: The Importance of Standards</strong></td>
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<td><strong>Sept 21</strong></td>
<td><strong>Diversity, Language, &amp; Culture</strong></td>
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<td><strong>Influences on Literacy &amp; Content Learning</strong></td>
<td><strong>TCFL Chapter 2: Brining Culture into Chinese Language Classroom</strong></td>
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<td>Date</td>
<td>Topic</td>
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<td>Oct 5</td>
<td><strong>Literacy Environments for Content Learning</strong></td>
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<td>Grouping; Technology</td>
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<td>Oct 12</td>
<td><strong>Planning Content Area Reading Instruction</strong></td>
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<td>Content &amp; Literacy Objectives; Lesson Frameworks; Thematic Instruction</td>
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<td>Oct 19</td>
<td><strong>Assessment</strong></td>
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<td>Assessing Students; Portfolios; Textbook Evaluation</td>
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<td>Oct 26</td>
<td><strong>Literature and Text in the Content Areas</strong></td>
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<td>Independent Reading; Multicultural Literature; Literature Response</td>
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<td>Nov 2</td>
<td><strong>Before Reading Strategies</strong></td>
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<td>Nov 9</td>
<td>During &amp; After Reading Strategies</td>
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<td>Nov 23</td>
<td>Textbook Adaptation</td>
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<td>Nov 30</td>
<td>Content Area Literacy Unit Demonstration</td>
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<td>Dec 7</td>
<td>Post Literacy Unit Plans on Blackboard</td>
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**GENERAL INFORMATION**

*Blackboard, Email, & Cell Phones*

Blackboard will be used for communication, information, and learning. Students are expected to check Blackboard regularly for announcements, assignments, and readings. Blackboard uses your university email address (mail@umd.edu) for all communication unless you have officially changed your email address with the university. Students may
verify or change their email address on Testudo (http://www.testudo.umd.edu/Registrar.html). It is the responsibility of the student to make sure that email address in Blackboard is accurate. NOTE: Ringing phones, telephone conversations, and text messaging are unprofessional and inappropriate during class. Therefore, all cell phones should be turned off during class.

**Grading Scale**

If you know in advance that you will not be able to turn something in on the due date due to religious observance or participation in a conference or academic activity, you must make arrangements with instructor to turn in the work PRIOR TO the due date. In the case of an emergency or serious illness, please contact instructor as soon as possible following the incident.

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<th>Grade</th>
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<td>A</td>
<td>90-100</td>
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<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>below 60</td>
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**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"

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.

**Religious Observances**

Please inform the instructor of any absences for religious observances in advance. Students shall be given an opportunity to make up any academic assignment that is missed due to individual participation in religious observances.

**Disability Services & Accommodations**

If you have a documented disability and require specific accommodations, please contact me as soon as possible.

**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
Topics in teaching Chinese literacy

1. Liushu
2. Idioms, chengyu, xiehouyu
3. The characteristics and features of Chinese grammar
4. Initials, Finals and Tones
5. Reading different genres in Chinese
6. Online reading vs. text reading
7. AP Chinese teaching

TCFL Chapter 4: AP Chinese Language and Culture: Pedagogical Implications and Applications.
8. Reading Chinese as a discourse
9. Traditional and simplified Chinese characters
10. Teaching Writing in Chinese: e.g., differences between Western writing styles and Chinese writing styles, writing a specific genre..
11. Appreciating Chinese literature, such as songs, poetry, novels, or famous writers
12. Other topics of your interest

Relevant research sources:
Foreign Language Annals
Language Educators
Journal of the Chinese Language Teachers Association
Applied Chinese Language Studies
Reading in a Foreign Language
Electronic Journal of Foreign Language Teaching
Second Language Research
Language Learning