Description
EDCI 763: Reading, Cognition, and Instruction: Reading in the Content Areas prepares middle and high school teachers to plan and implement effective content area reading instruction. Students will review research and best practices for developing academic vocabulary, comprehension, and background knowledge. Students will also review and discuss the influence of cognitive psychology on content area literacy, reading strategy instruction, student diversity, content area literacy assessment, the selection and use of content area texts, and supportive contexts for learning. As a required course in the Master’s Certification secondary education program, this course emphasizes 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 and addresses the Maryland State Department of Education (MSDE) reading course requirement, Teaching Reading in the Secondary Content Areas, I.

Students in this course will demonstrate:
1. understanding of theories of the reading process and content area literacy.
2. understanding and application of theories of cognitive psychology, including metacognition, schema theory, and scaffolding.
3. knowledge and competency creating contexts and environments to support reading motivation and content area literacy instruction.
4. knowledge and competency in using instructional strategies to develop content area literacy skills, including comprehension and vocabulary.
5. understanding of background knowledge and vocabulary development and instruction
6. competency in designing and implementing strategic literacy instruction in the content areas for all students, including diverse learners and struggling readers.
7. knowledge and competency in assessing learners’ content area literacy skills in order to plan effective instruction.
8. knowledge of strategies for using instructional materials, texts, and technology to develop content area literacy.
9. knowledge of the elements and features of content area and informational texts.
Course Texts

Selected Articles, posted on Blackboard or passed out in class.

Accommodations
If you have a documented disability or other special learning needs and you would like accommodations, please contact me as soon as possible to make the appropriate arrangements.

Honor Code
Of course, you are expected to abide by the University of Maryland’s code of academic integrity. For specifics see http://www.jpo.umd.edu/aca/honorpledge.html

Assignments
All assignments should be turned in at the start of class or emailed prior to class; my preference is for emailed assignments, attached as .doc files. All written work should be in 12-point font, Times New Roman or the like, double-spaced, with 1-inch margins on all sides. No double-sided papers. (Sorry, I write a lot of comments.) I will turn back any papers that have not been well edited. I will provide rubrics for all assignments at least one week before they are due. Any referenced material should be consistently cited in APA style (apastyle.apa.org, also www.psywww.com/resource/apacrib.htm) or a comparable style appropriate for your discipline.

Individual:

Daily Reading Representation: Each week, come to class with a representation that effectively simplifies of one of the day’s assigned readings. The representation can be graphic, textual or a combination thereof, but should clearly present the essential aspects of the reading. These need not be overly detailed and generally should not exceed one page. The focus can be on 1. the main ideas of the reading, 2. the structure of the reading, 3. your interaction with the reading, or some other significant aspect of the reading experience. I will collect these on occasion throughout the term.

(Contrasting) Course Reading Annotations: On two separate occasions, you should annotate your reading process for an article or chapter you read for the course. You should choose one text that was difficult to read and one that was relatively easy to read. You might describe the following aspects of your reading process: how your schema of the text developed and changed over the course of the reading, what prior knowledge was activated during your reading, how your prior knowledge bolstered your reading, what prior knowledge you were missing that the author assumed you might have, what aspects of the text were difficult to read, what strategies you used to overcome those challenges, at what points did you reflect upon your understanding of the text, what questions you asked of the text… Use concepts from the course and cite appropriate readings. Each description should be about 3 pages. Please turn in the annotation the week following the discussion of your focal text.

(Contrasting) Content Area Readings & Annotations: Choose two readings appropriate for students in your content area: one that is typical of the field and one that is nontraditional. Describe the reading process of a different student for each reading. You should include a short paragraph describing the student, as well as a short paragraph describing the reading. Consider the specific challenges and affordances of each text for each student. Each description should be about 2-3 pages, totally 4-6 pages for the entire assignment.
Group:

Literacy-Based Unit Plan: Together in your content-area group, write a unit plan that heavily integrates reading and writing. Use readings that your group members describe in the Content Area Reading & Annotation assignment. Create a unit in which reading and writing in your content area can both support complex learning of the content, as well as improve literacy skills. In addition to the unit plan, write a 1-2 page long description of the unit plan, in which you explain the rationale behind your instructional choices.

Final Presentation: Present the focal aspects of your content group’s unit plan to the larger group, making clear the particular literacy challenges and affordances of your field. Each presentation will be 20 minutes long.

Grading

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<tr>
<th>Assignment</th>
<th>Portion of Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>20%</td>
<td>ongoing</td>
</tr>
<tr>
<td>Daily Reading Representation</td>
<td>10%</td>
<td>ongoing</td>
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<tr>
<td>(Contrasting) Course Reading Annotations</td>
<td>20%</td>
<td>any 2 wks from 25 Sept–30 Oct</td>
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<tr>
<td>(Contrasting) Content Area Readings &amp; Annotations</td>
<td>20%</td>
<td>20 November</td>
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<tr>
<td>Content Group Presentation</td>
<td>10%</td>
<td>4 December</td>
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<tr>
<td>Literacy-Based Unit Plan</td>
<td>20%</td>
<td>8 December</td>
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Participation

As this is a discussion-based seminar, class participation is highly valued. Quality is as valued as quantity. Please be thoughtful with your comments and questions; you should ground your ideas in the readings, your peers’ responses, or your teaching and learning experiences. Be supportive and respectful of your classmates, especially when disagreeing with them. Sometimes, the best listeners are not the most talkative participants, so I will look for evidence of good listening not only in your verbal comments, but in your written work as well.

Your attendance is part of your participation grade and is expected every week. The MCERT program is short and intense, and every class counts. Any absences should be discussed and cleared with the instructor prior to the missed class. In the case of a true emergency, you should contact me as soon as possible after the fact. Like any other missed class, absences for religious holidays and internship-related events should be cleared in advance. In order for your participation grade to be unaffected by an absence, on one occasion you can submit a reaction paper to the readings of the missed class. Even though absences may be cleared, multiple absences will affect your participation grade.
Course Schedule: Topics, Assignments & Readings

Week One, 11 September: Introduction to Reading in the Content Areas

Reading Due:
• ACT, Inc. (2006). Reading between the lines: What the ACT reveals about college readiness in reading. Iowa City, IA: Author.

Week Two, 18 September: Cognitive Foundations of Reading

Reading Due:
• Chapter One: Content Literacy and the Reading Process (Alvermann).

OR

Assignments Due:
• Reading Representation

Week Three, 25 September: Reading in Context

Readings Due:

Assignments Due:
• Reading Representation
• (Course Reading Annotation)

Week Four, 2 October: Prior Knowledge and Reading

Readings Due:
• Chapter Six: Preparing to Read (Alvermann).

OR

Assignments Due:
• Reading Representation
• (Course Reading Annotation)

Week Five, 9 October*: Models of Teaching Reading and Learning to Read in the Content Areas

Readings Due:
• Chapter Three: Creating a Favorable Learning Environment (Alvermann).

Assignments Due:
• Reading Representation
• (Course Reading Annotation)

*Tonight’s class falls at the end of Yom Kippur. Please let me know in advance if you will miss class.*
Week Six, 16 October: Understanding how Students’ Cultures Relate to Reading

Readings Due:
- Chapter 2: Language, Diversity, and Culture (Alvermann).

OR

Assignments Due:
- Reading Representation
- (Course Reading Annotation)

Week Seven, 23 October: More Models for Teaching Reading and Learning to Read in the Content Areas

Readings Due:
- Content-specific reading (to be posted on Blackboard)

Assignments Due:
- Reading Representation
- (Course Reading Annotation)

Week Eight, 30 October: Metacognitive Reading & Writing Strategies

Readings Due:
- Chapter 9: Reflecting on Reading (Alvermann).

OR

Assignments Due:
- Reading Representation
- (Course Reading Annotation)

Week Nine, 6 November: Text Structure of Meaning Making

Readings Due:
- Chapter Seven: Reading to Learn (Alvermann).

Assignments Due:
- Reading Representation

Week Ten, 13 November: Molding Students’ Reading Lives

Readings Due:
- Chapter Twelve: Developing Lifetime Readers: Literature in Content Area Classes
- Content-specific reading (will be posted on Blackboard)

Assignments Due:
- Reading Representation
Week Eleven, 20 November: Vocabulary Growth & Assessment

Readings Due:
- Chapter Five: Assessment of Students and Textbooks (Alvermann).
- Chapter Eight: Increasing Vocabulary and Conceptual Growth (Alvermann).

Assignments Due:
- Reading Representation
- Content Reading Annotation

27 November: NO CLASS for Thanksgiving holiday.

Week Twelve, 4 December: Presentations, Wrapping Up

No Readings Due.

Assignments Due:
- Content Group Presentations

Monday, 8 December: NO CLASS

Assignments Due: Literacy-based Unit Plan, emailed to instructor.