

Murray State University
COURSE SYLLABUS

Revised Spring 2012

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: REA COURSE NUMBER: 527

CREDIT HOURS: 3

I. TITLE: Teaching Reading in the Secondary School

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Designed to help the secondary school teacher teach reading in the content areas. Topics covered are: the reading process, word recognition skills, comprehensions, diagnostic-prescriptive instruction, and reading in the content areas.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of course objectives listed below. The objectives are reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), Assessment Literacy, the International Reading Association, and the National Council of Teachers of English. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for preparation and Certification (KTS), CHETL, and the International Reading Association Standards for Reading Professionals. Through a variety of performance events, each student will apply her or his knowledge of and competence with the following topics

- A. major trends in literacy at the secondary level (KTS #1; IRA #1; CHETL #5);
- B. models and theories related to creating active learners (KTS #1; IRA #1; CHETL #5);
- C. factors related to expanding comprehension and vocabulary of secondary learners (KTS #1; IRA #1, 2; CHETL #5);
- D. application and reflective evaluation of a variety of instructional approaches and materials for helping students meet the Common Core Standards (KTS #1, 7; IRA #2, 3; CHETL #2-5);
- E. development and evaluation of methods for encouraging reading and appreciation of adolescent literature, particularly with respect to materials that address issues such as diversity, current issues, and connections with nonfiction materials (KTS #2, 3, 4; IRA #3, 4; CHETL #3, 4);
- F. interpretation of the results from an evaluation of reading performance assessments used in the upper grades (KTS #1, 5; IRA #3; CHETL #2);
- G. integration of techniques to promote strategic learning across the content areas (KTS #1; IRA #2; CHETL #3);
- H. acquisition of information related to professional development for literacy at the secondary level (KTS #9; IRA #5);
- I. integration of instructional procedures for learners with special needs (e.g., multicultural, ESL, disabled, gifted) (KTS #2, 3, 4; IRA #2, 3, 4, 5; CHETL #3, 4);

- J. evaluation of published materials, technology-related materials, and teacher-developed materials for secondary school reading (KTS #1, 6, 7; IRA #3; CHETL #2); and
- K. students will be able to write professionally for the field of education (KTS #1; CHETL #2).

Since this is a course which connects content to literacy, appropriate state and national standards, across the content areas, will be referenced and considered in this course, with special attention to the National Council for the Teachers of English (NCTE)—NCTE/IRA Standards for the English Language Arts and the Common Core Standards for English/Language Arts.

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course through various reflective activities (e.g., learning logs, reflection of field experience, and appropriate selection of a professional development activity).

The EPSB Theme of Literacy/Reading is addressed in this course throughout: students are challenged to apply theoretical principles and instructional/assessment strategies in real-world settings. The theme of Diversity is addressed in this course by study of various literacy strategies that will address a wide range of learning needs (e.g., English language learners and struggling readers).

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Adolescent Literacy
- B. The Adolescent
- C. Literacy Learning and the Curriculum
- D. Learning Environments that Motivate Students
- E. Assisting Struggling Readers
- F. The Demands of Text
- G. Vocabulary Knowledge
- H. Using Prior Knowledge
- I. Comprehending Text
- J. Using Study Strategies to Learn and Remember
- K. Assessment That Guides Instruction
- L. The Reading Program
- M. Exemplary Literacy Programs
- N. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture/Discussion
- B. Demonstrations of teaching strategies

- C. Cooperative learning and other small group activities
- D. Literature Circles
- E. Student planning, implementation, and reflection of lessons designed for secondary level learners

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: none

VII. TEXT(S) AND RESOURCES:

Irvin, J. L., Buehl, D. R., & Klemp, R. M. (2007). *Reading and the high school student: Strategies to enhance literacy*. 2nd ed. Boston: Allyn and Bacon.

Hesse, K. *Out of the Dust*.

Educational Media/Resource Center - 341 Alexander Hall

VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements

1. Completion of required readings in the class text, adolescent novels, professional journals, and other readings supplied by the instructor as well as full participation in class discussions and small group activities. Class activities and reading will be documented by means of learning logs (KTS #7) to be submitted to the instructor via e-mail.
2. Successful performance on two tests comprised of objective questions and essay questions.
3. Development of an authentic, performance-based assessment suitable for use in assessing the literacy skills of secondary learners (KTS: #5).
4. Presentation (in small groups) of two “booktalks” in which the presenter attempts to encourage others to read an adolescent novel. A written version of the booktalk will be submitted to the instructor and should not exceed one page.
5. Succinct, informative written and oral presentation of an article from a professional journal. Students are strongly encouraged to involve group members in the presentation. The written description of the presentation submitted should not exceed one page. Appropriate documentation is required.
6. Participation in literature circles to discuss the book, *Out of the Dust*.
7. Development of a reader response project and presentation of one lesson within the project that applies the strategies and concepts presented in class. The project will include the following: a rationale for incorporating three novels that are related to one another in terms of theme, author, or genre, brief summaries of each novel, reader responses for each novel, one lesson plan, and a reflection of the taught lesson (KTS: #1, 2, 4, 7).
8. Documentation of involvement or participation beyond the classroom in professional development. This may be achieved by attending an appropriate meeting, conference, or seminar or by joining a professional organization. The activity must relate in some way to literacy education (KTS: #9).

B. Evaluation

Points

Learning logs (3 submissions required)	15
Tests (2 @ 50 points each)	100
Assessment Task	25
Booktalks (2 @ 15 points each)	30
Journal presentation	20
Literature Circles	20
Reader Response Project	
project development/lesson plan	50
presentation of lesson	25
Professional Development	15
TOTAL.....	
	300

C. Grading Scale:

A = 270-300 points; B = 240-269 points; C = 210-239 points;
D = 180-209 points; E = < 180 points.

Please Note: Please submit written assignments on the posted due date (see the REA 527 Semester Schedule). One point will be deducted from the value of the assignment for each day after the due date. Assignments will not be accepted if they are submitted more than one week past the due date. The rule of reason will be used in addressing the given situation.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

Consistent and regular attendance is mandatory. More than two absences may result in a lower grade. Persistent tardiness is not acceptable. Multiple instances of late arrival and/or early departure may be combined as absence(s). Students with four or more absences may be asked to withdraw from the class since failure of the class is a likely outcome.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing

information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised.

Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by

faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**

Notes:

Please turn off cell phones... during class sessions. Focus should be given to classroom activities and assignments during our meeting times.

During each class session, students should be prepared to be both learner and teacher—each participant is expected to model those practices that will be used in future classroom settings!

The instructor reserves the right to make changes to course assignments and activities as deemed necessary.