Murray State University
COURSE SYLLABUS

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: REA  COURSE NUMBER: 618  CREDIT HOURS: 3

I. TITLE: Content Area Reading/Writing K-12

II. COURSE DESCRIPTION AND PREREQUISITE(S):
   This course builds upon theoretical perspectives and strategies for developing the reading/writing abilities of students in grades K-12 in the content area. Attention is given to ways of making the most effective use of textual materials across the curriculum. A component of the course includes projects and/or activities which relate to an academic area of study or instructional responsibility.
   Prerequisite(s): none

III. COURSE OBJECTIVES:
   Class activities will be centered on the acquisition of the course objectives listed below. These objectives are understood to be 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, and the International Reading Association guidelines/standards. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS), CHETL, and the IRA Standards for Reading Professionals (2010). Through a variety of performance events, each student will
   A. understand the reading process, including the historical and theoretical foundations, as it pertains to content area reading as evidenced by class discussions/activities (KTS #1; IRA #1; CHETL #5),
   B. develop and administer assessments associated with content area reading (KTS #5; IRA #3; CHETL #2),
   C. understand and be able to use a variety of comprehension and reflection strategies for helping students meet Common Core Standards as evidenced by action-based journal entries (KTS #1, 4, 7; IRA #2; CHETL #3, 4),
   D. conduct/share research on a current issue in content area literacy as evidenced in the completion of a position paper (KTS #9; IRA #5; CHETL #5),
   E. collaborate with classroom teachers across content areas to provide the optimal literacy environment for students as evidenced by a series of team presentations (KTS #8; IRA #4; CHETL #1),
   F. demonstrate the ability to accommodate diversity within the classroom setting as evidenced by classroom activities, journal entries and team presentations (KTS #2, 3, 4; IRA #2, 4; CHETL #1),
   G. engage in professional development experiences to enhance knowledge concerning content area literacy as evidenced by classroom discussion and journal entries (KTS #7, 9; IRA #6),
H. use technology to enhance instruction in the content areas as evidenced by technology use in the presentation of strategies and the reading project (KTS #7; IRA #5; CHETL #3, 4), and
I. complete an individual reading project suited to a current or proposed setting—designed to enhance professional performance and impact content area reading effectiveness in students (KTS #4, 9; IRA #2, 3, 4, 5; CHETL #1-5).

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 National Council for Teachers of English (NCTE)—NCTE/IRA Standards for the English Language Arts and the Common Core Standards for English/Language Arts. Graduate students should consider the stated objectives for the course as aligned with classroom practice, consistent with these standards.

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course through various reflective activities (e.g., journal entries and reflection related to the reading project).

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/inservice 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. Content Literacy and the Reading Process
B. Learning Environments and the Reading Process
C. Strategy Instruction
D. Text Evaluation
E. Authentic Assessment of Content Area Reading and Writing
F. Prereading Instructional Strategies
G. Content Area Vocabulary Development
H. Teaching Comprehension/ During and After Reading Strategies
I. The Reading/Writing Connection
J. Study Approaches
K. Use of Resources—including Technology
L. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:
Because active involvement through speaking, writing, and interaction with ideas brings about in-depth learning, students will participate in diverse activities. **Please refer to the course assignment handout for more detailed information.** During this course, students will…

A. actively participate in class discussions and activities.
B. extend, integrate, and apply their learning through participation in collaborative/cooperative group activities.
C. conduct/share research on current and historical issues and strategies related to content area literacy strategies as evidenced in completion of a position paper.
D. demonstrate effective content area literacy strategies—through discussion and presentations.
E. develop a reading project (written paper and presentation)—that will impact professional practice.

VI. **FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:** None

VII. **TEXT(S) AND RESOURCES:**

Blackboard Resources (for submission of assignments, as needed)

A. Waterfield Library at Murray State University
B. Professional Journals: Language Arts, Primary Voices, Voices from the Middle, The Reading Teacher and Journal of Adolescent and Adult Literacy
C. Internet access, Blackboard, email, Kentucky public libraries
D. IRA/NCTE Standards for the English Language Arts; IRA Standards for Reading Professionals.

VIII. **EVALUATION AND GRADING PROCEDURES:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Journal entries (10)</td>
<td>100</td>
</tr>
<tr>
<td>Assessment Tasks (3)</td>
<td>75</td>
</tr>
<tr>
<td>Individual Reading Project and Reflection</td>
<td>100</td>
</tr>
<tr>
<td>Position Paper—Research Project</td>
<td>50</td>
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<tr>
<td>Participation</td>
<td>25</td>
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<tr>
<td><strong>Total</strong></td>
<td>350</td>
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Grading Scale (300 points possible):  
A = 350-315  B = 314--280  C = 279-245  
D = 244-210  E = Below 210

IX. **ATTENDANCE POLICY:**
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin.
More than two absences may lead to a drop of one course grade. More than three absences may lead to course failure. Attendance and participation are priorities in this class!

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).

NOTE: This syllabus details the importance of class participation and consistent attendance. Because of the nature of courses delivered using Interactive Television, each student is expected to be successful in the following ways: preparation for each classroom session, engaged in each classroom activity, prepared and willing to use the technology available at the site, and able to keep distractions to a minimum.