I. **TITLE:** Content Area Reading/Writing 3-12

II. **COURSE DESCRIPTION:**
This course builds upon theoretical perspectives and strategies for developing the reading/writing abilities of students in grades three and above 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.

III. **PURPOSE:**
The purpose of REA 618 is to help teachers improve reading and writing instruction in related content areas, to create a supportive environment for language learners, to extend and refine their instructional strategies, to understand problems associated with reading and writing in the content areas, and to use and understand informal assessment techniques.

IV. **COURSE OBJECTIVES:**
Class activities will be centered on the acquisition of the course objectives listed below. The objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act and International Reading Association guidelines/standards. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification and the IRA Standards for Reading Professionals. Through a variety of performance events, each student will apply his/her knowledge of and competency with the following:

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).

B. develop and administer assessments associated with content area reading (KTS 5; IRA 3).

C. understand and be able to use a variety of literacy-based strategies for comprehension and reflection as evidenced by action-based journal entries (KTS 1, 4 and 7; IRA 2).

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).
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).
F. demonstrate the ability to accommodate diversity within the classroom setting as evidenced by classroom activities, journal entries and team presentations (KTS 2-4; IRA 2).
G. engage in professional development experiences to enhance knowledge concerning content area literacy as evidenced by classroom discussion and journal entries (KTS 7 and 9; IRA 5).
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).
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 and 9; IRA 2-5).

V. 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

VI. 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.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None

VIII. RESOURCES:
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.

IX. GRADING PROCEDURES:

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<thead>
<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>Journal entries (10)</td>
<td>100</td>
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<tr>
<td>Assessment Tasks (3)</td>
<td>75</td>
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<tr>
<td>Individual Reading Project and Reflection</td>
<td>100</td>
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<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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<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

X. ATTENDANCE POLICY:
This course adheres to the attendance policy stated in the current MSU Graduate 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!

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy stated in the current MSU Graduate Bulletin.

XII. TEXT AND REFERENCES:

Blackboard Resources (for submission of assignments, as needed)

XIII. PREREQUISITES:  None

XIV. 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
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.