Valley City State University, Spring 2020
EDUC 375: Teaching Reading in the Content Areas, 2 credits
VCSU Online

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Course Description
A study of reading in the content areas. Methodology, organization of classroom, study skills, and strategies for dealing with the culturally different student are emphasized.

Course Overview
a. **Content and Objectives:** Students who successfully complete Ed 375 will have developed documents and products to demonstrate the ability to:
    a. Demonstrate knowledge of the importance of students having adequate skills in order to learn material being taught in the content areas.
    b. Articulate various ways of integrating reading skills with teaching subject matter.
    c. Identify specific reading problems related to each content area, such as specialized vocabulary, difficult concepts, graphic materials, and symbols.
    d. Develop students' high-level comprehension skills, such as making inferences, forming evaluations, and making critical analyses.
    e. Develop students' skills in reading efficiently by teaching useful study skills and by helping students adjust the rate of reading to the purpose for reading.
    f. Demonstrate knowledge of readability levels of textbooks, and ways of providing alternate instructional strategies.
    g. Construct effective questioning techniques.
b. **Procedures:** Students are required to login to Blackboard weekly. Students are required to read each chapter of the text, review the provided PowerPoints outlining important material from the text and complete chapter assignments. Students must also complete the course's final.

This course addresses InTASC Standard 5 related to Applications of Content.

Course Requirements
Required Textbook: *Teaching Reading in the Content Areas-If not me, then who?* by Vicki Urquart and Dana Frazee, 3rd ed. **ISBN-13:** 978-1-4166-1421-0
   a. **Required Technology**: VCSU issued device or device with comparable features; high speed internet access**.**

Student/Instructor Expectations:
a. Students are expected to read each chapter of the text, review the provided PowerPoints outlining important material from the text and complete each chapter assignment. Students must also complete the course's final. Students should feel free to contact fellow students and the instructor. Interactions should be respectful and professional. Assessment and assignment feedback will be provided by the instructor within one school week and posted in Blackboard.

b. **Grading Policy:** A grade of an "A" will be given to students who earn 100%-94% of the total points. A grade of a "B" will be given to students who earn 93% to 87% of the total points. A grade of a "C" will be given to students who earn 86% to 80% of the total points. A grade of a "D" will be given to students who earn 79% to 73% of the total points. A grade of an "F" will be given to students who earn fewer than 72% of the total points.

c. **Late Assignments:** Late work will be accepted but may not earn full points.

Learning Achievement Measures:

a. **Assignments**
1. **Week 1**- **Basics of Reading**.
   - Write a summary about the Five Basic Premises of Teaching Reading, include how a reader constructs meaning of a text, the importance of activating prior knowledge and generating interest, importance of metacognition, relationship of reading and writing, and how learning increases with collaboration. Include examples from the reading in each summary.
   - Take a reading comprehension test, both old and new (SBAC)
   - Write an annotated bibliography using APA style that includes 2 young adult fiction books in your content area that you might use in your classroom.
2. **Weeks 2 -3 - Strategies**.
   - Design reflective questions and demonstrate a literature-based reading/writing lesson plan that incorporates the PAR instructional framework (must include pre-reading, during reading and after reading strategies) that are appropriate to your content area.
   - Add to your annotated bibliography using APA style. Include 2 more young adult fiction books in your content area that you might use in your classroom.
3. **Week 4-5- Changing Perceptions of Reading**
   - Participate in a collaborative Blackboard Collaborate discussion comparing/contrasting the changing views of reading as well as the objectives for reading. Formative assessment on the Reading Troubleshooting Guide. Develop individualized content-appropriate questions for reading strategically.
   - Add to your annotated bibliography using APA style. Include 2 more young adult fiction books in your content area that you might use in your classroom.
4. **Week 6-7 - Creating Literacy-Rich Environments-**
   - Design a literature-rich and culturally responsive classroom.
   - Add to your annotated bibliography using APA style. Include 2 more young adult fiction books in your content area that you might use in your classroom.
5. **Week 8-9-**
   - Conduct a Raygor Readability Estimate with a textbook in your area. Use a textbook from the VCSU curriculum library OR a textbook in your area from a local school. Follow directions for the estimate in the PowerPoint and include: name of the text you used, how you formulated the grade level (show your work) and at which grade level the book should be used.
   - Add to your annotated bibliography using APA style. Include 2 more young adult fiction books in your content area that you might use in your classroom.
6. **Week 10-11 READING STRATEGIES**
   - **Nine Strategies of Reading endorsed by the National Reading Panel**

- Creating academic conversations, anticipation guides
- Choose one of the 40 reading strategies, describe its implementation in your teaching and create an extension activity by going to www.puzzlemaker.com
- Develop a reading/writing lesson plan based on either a(n): Inquiry chart, Listen-Read-Discuss, Scaffolded reading experience, Questioning the author, Critical media literacy. Use sample lesson plan format if needed and include necessary handouts.

7. **Week 12-13 Schoolwide Enrichment Model for Reading; Content Area Reading in a Digital World**
   - Assignments TBA
8. **Week 14-16 Final Week Project**: TBA

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ESPB Standards: 50015.1 Development, Learning, and Motivation, 50015.3 Instruction, 50015.4 Assessment

Measurable Learning Outcomes: As a student in this course, you should approach learning for this course by thinking of it as a time to gather strategies on to implement how to teach and reinforce reading for information in your future classroom. Each

Policies

a. Academic Integrity **http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1**
b. Final Exam date and policy reference
   http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1
c. Support Services: **http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1**
d. Disability Support Services **http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1**
e. Library: **http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1**
f. Learning Center: **http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1**

This syllabus is subject to change without notice. Changes will be posted in updated versions on Blackboard. Last revised: 1.13.2020