Central Connecticut State University
School of Education and Professional Studies
Department of Reading and Language Arts

RDG 506.71
Developmental Reading in the Secondary Schools
(Formerly RDG 505 and RDG 593)
Fall 2008
Kenneth J. Weiss, Ed.D.

Office: HB 20901 (located inside HB 20900 - Dept. of Reading and Language Arts)
Telephone and Voice Mail: 832-2184
Email: weisskej@ccsu.edu

Course Meets: Tuesdays 6:50 PM – 9:30 PM in Willard 312

Office Hours: Tuesdays and Wednesdays, 12:00 PM – 3:15 PM
Thursday mornings, by special arrangement

*It is always a good idea to make a specific appointment to avoid any unnecessary delays during posted office hours.

Course Description:
Prerequisites: Open to students in pre-certification or certification status in secondary or K-12 post baccalaureate certification programs, or permission of department chair.

The Basic Skills Development program in elementary school is reviewed. Study of the need for continuing systematic instruction in reading for pupils throughout grades 7-12 is explored. Organization of such a program, materials, and methods currently in use, and means of evaluation are considered.
30 hours of fieldwork is required (NOTE: This is arranged through Dr. Aram Ayalon).

NOTE: No credit will be given to students who already have credit for RDG 440, RDG 505, or RDG 593.
In this course, students will:

1. Develop a set of core beliefs about reading and learning to read that embrace ALL children.
2. Develop an understanding of the developmental reading skills needed by all children to be successful in school and beyond.
3. Develop an understanding of and appreciation for the developmental reading programs found in elementary schools.
4. Develop an understanding of the systematic literacy skills needed by students beyond the elementary school years to become productive members of society.
5. Develop an understanding of how developmental literacy skills are used in content area courses.
6. Develop an understanding of how literacy skills are evaluated at the secondary level (including assessments used by the state).

**Required Texts:**


It is **highly recommended** that you also purchase a copy of:

Perrin, R. (2006). *Pocket guide to APA style (2nd edition)*. Boston, MA: Houghton Mifflin – this was NOT ordered through the campus bookstore – you may order it from many Internet sites including Amazon.com and Barnesandnoble.com.

***You MUST obtain a content area text or piece of literature that is used to teach your content area to middle or high school students. Check your school sites, teacher friends, student friends, etc. for borrowing rights. Let the instructor know if you are truly having trouble finding a textbook.***

**Additional Required Materials:**

- Beyond the Blueprint – available from the course’s Blackboard Vista site
- International Reading Association’s Position Statement on Adolescent Literacy – available from the course’s Blackboard Vista site.
✓ CAPT Guidelines – available from the course’s Backboard Vista site.

**Academic Integrity**

Please refer to the following website for detailed information:

http://www.ccsu.edu/academicintegrity/GradAcadMisconductPolicy.htm

*YOUR WRITING ON ALL ASSIGNMENTS MUST BE AT A LEVEL OF ACCEPTABLE/EXPECTED STANDARD ENGLISH LANGUAGE USAGE IN TERMS OF SPELLING AND MECHANICS. WEAK WRITING SKILLS WILL IMPACT YOUR GRADE ON ASSIGNMENTS!*
DEPARTMENT OF READING AND LANGUAGE ARTS

The Department of Reading and Language Arts offers a Master of Science degree program and a Sixth Year degree in reading and language arts. The Master of Science degree offers strands in Classroom Instruction in Reading and Language Arts (non-certification), Corrective and Remedial Reading and Language Arts (certification), and Reading-Mathematics (non-certification). The Sixth Year program may include courses leading to a reading and language arts consultant certification by the State of Connecticut. An Advanced Certificate Program is also available for students who have completed a Master of Science degree in reading and language arts. The department has 8 full time faculty members—3 Assistant Professors (non-tenured), 2 Associate Professors (one tenured), one non-tenured), 3 full professors (two tenured, one non-tenured), 2 professor emeriti, approximately 6-10 adjunct faculty per semester, a department secretary, and one full time graduate assistant.

MISSION STATEMENT

The Department of Reading and Language Arts is committed to promoting and enhancing quality instruction in reading and language arts. PREPARING LITERACY LEADERS FOR SERVICE IN OUR COMMUNITIES is the overarching mission of the Department of Reading and Language Arts and is consistent with and closely aligned to the theme of PREPARING LEADERS FOR SERVICE IN OUR COMMUNITIES embraced by the School of Education and Professional Studies. The underlying principles of our mission are derived from our professional standards as defined by the International Reading Association and NCTE, and by state mandates such as the Blueprint for Reading Achievement and the Language Arts Framework.

Our MISSION is to provide leadership within the Region by:

❖ preparing knowledgeable and competent reading specialists/literacy coaches who meet the CT state standards for advanced certifications in reading and language arts and the IRA standards for reading professionals;
❖ preparing literacy professionals who can provide leadership through modeling and mentoring to ensure that classroom teachers and other staff support acquire a wide range of instructional practices, approaches, methods, and curriculum materials to facilitate their reading and writing instruction;
❖ preparing literacy professionals who are knowledgeable with various assessments appropriate for a wide range of diversity in classroom, including technologically-based assessments and to be able to mentor and support classroom teachers and other professionals in the selection, administration, and interpretation of assessments to enhance student learning, and to communicate results to education stakeholders;
❖ preparing literacy professionals who can support and mentor classroom teachers and other professionals in creating a literate environment to facilitate successful reading and writing for all children;
❖ preparing literacy professionals who continue to be lifelong learners and scholars through readings, research and professional development, and leaders in planning and
implementing professional development programs for teachers and other professionals, as well as in advocating to advance professional research base to expand knowledge-based practices;
❖ preparing classroom teachers to have a strong expertise in literacy and apply this effectively in classroom; as well as share collegially with their peers in a professional development capacity; and
❖ serving members of the educational community and related professions within the School of Education and Professional Studies, at the university level, across the state of Connecticut, within the region, and at the national level;

The underlying principles guiding our mission are:

❖ Primacy of literacy and preparing teachers to teach for our literacy futures. We need to prepare teachers who can prepare their students to meet literacy challenges in an information age.
❖ Developing knowledgeable literacy teachers. Investment in time and energy to develop knowledgeable literacy teachers takes precedence over the use of scripted programs, particular approaches and materials.
❖ Valuing diversity and diverse learners with literacy as a tool for empowerment. We need literacy teachers who value diversity and make decisions taking into account diverse learning styles, and the cultural, linguistic, and social and developmental needs and strengths of the diverse range of students served in our classrooms.
❖ Research based literacy instruction. Teaching should be derived from research-based practice. We need to develop teachers who take a reflective stance in their work and use student learning outcomes to inform and refine their teaching to better serve their students.
❖ Ethical stance. Assessment should be purposeful to inform teaching and learning; not as a punitive practice.
❖ Professionalism/Collegiality/Leadership. Reading and language arts professionals need to work with and support one another as a community of learners and practitioners.
<table>
<thead>
<tr>
<th>IRA Standards for Reading Professionals Specialist/Literacy Coach Competencies</th>
<th>Reading and Language Arts Mission Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement 1.</strong> Prepare knowledgeable and competent reading specialists and literacy coaches who meet the state standards for advanced certifications in reading and language arts and the IRA standards for reading professionals.</td>
<td></td>
</tr>
<tr>
<td><strong>Statement 2.</strong> Prepare literacy professionals who can provide leadership through modeling and mentoring to ensure that classroom teachers and other staff support acquire a wide range of instructional practices, approaches, methods, and curriculum materials to facilitate their reading and writing instruction.</td>
<td></td>
</tr>
<tr>
<td><strong>Statement 3.</strong> Prepare literacy professionals who are knowledgeable with various assessments appropriate for a wide range of diversity in classroom, including technologically-based assessments and to be able to mentor and support.</td>
<td></td>
</tr>
</tbody>
</table>
classroom teachers and other professionals in the selection, administration, and interpretation of assessments to enhance student learning, and to communicate results to educational stakeholders.

Statement 4. Prepare literacy professionals who can support and mentor classroom teachers and other professionals in creating a literate environment to facilitate successful reading and writing for all children.

Statement 3. Prepare literacy professionals who are knowledgeable with various assessments appropriate for a wide range of diversity in classroom, including technologically-based assessments and to be able to mentor and support classroom teachers and other professionals in the selection, administration, and interpretation of assessments to enhance student learning, and to communicate results to educational stakeholders.

Statement 5. Prepare literacy professionals who continue to be lifelong learners and scholars through readings, research and professional development, and leaders in planning and implementing professional development programs for teachers and other professionals, as well as in advocating to advance professional research base to expand knowledge-based practices.

| CF3. The education professional as reflective and collaborative practitioner, |
| --------------------------------- | --------------------------------- | --------------------------------- |
| ❖ Makes informed and ethical decisions | ❖ Accepts responsibility for student learning | ❖ Engages in opportunities for professional growth |
| ❖ Collaborates with colleagues, families, and the school community |

| Standard 3. Assessment, Diagnosis, and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. |
| Standard 5. Professional Development: Candidates view professional development as a career-long effort and responsibility. |
## COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>IRA STANDARDS AND SUBCATEGORIES</th>
<th>SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES CONCEPTUAL FRAMEWORK</th>
<th>READING AND LANGUAGE ARTS MISSION STATEMENTS</th>
<th>ARTIFACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a set of core beliefs about reading and learning to read that embrace ALL children.</td>
<td>1, 5</td>
<td>II, III</td>
<td>1, 2, 4, 4, 5</td>
</tr>
<tr>
<td>Develop an understanding of the developmental reading skills needed by all children to be successful in school and beyond.</td>
<td>1, 2, 3, 4</td>
<td>I, II, III</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>Develop an understanding of and appreciation for the developmental reading programs found in elementary schools.</td>
<td>1, 2, 3, 4</td>
<td>I</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>Develop an understanding of the systematic literacy skills needed by students beyond the elementary school years to become productive members of society.</td>
<td>1, 2, 3, 4</td>
<td>I</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>Develop an understanding of how developmental literacy skills are used in content area courses.</td>
<td>2, 3, 4</td>
<td>I</td>
<td>2, 3, 4</td>
</tr>
</tbody>
</table>
Develop an understanding of how literacy skills are evaluated at the secondary level (including assessments used by the state).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weighted Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Responses to Assigned Readings (8 in total)</td>
<td>10%</td>
<td>See dates on the course calendar</td>
</tr>
<tr>
<td>Observations Reflective Responses (6 in total) AND completion of ALL Embedded Strategy Checklists per observation</td>
<td>15%</td>
<td>On-going, BUT must all be completed no later than 11/25. *NOTE: Since the 30 hour field placement is a requirement of the course, failure to complete the observations, turn in all observation assignments, a signed observation verification form, and the required checklists WILL result in a grade of F for the course, regardless of any other grades earned during the course.</td>
</tr>
<tr>
<td>Textbook Case Study</td>
<td>10%</td>
<td>9/30</td>
</tr>
<tr>
<td>Written Lesson Plan</td>
<td>10%</td>
<td>11/11</td>
</tr>
<tr>
<td>Strategy Presentation (based on lesson plan)</td>
<td>10%</td>
<td>11/25 and 12/2 as assigned</td>
</tr>
<tr>
<td>Review of Journal Articles – Mini Paper</td>
<td>15%</td>
<td>11/18</td>
</tr>
<tr>
<td>Class participation and attendance</td>
<td>* Attendance may impact your final grade – see note under attendance policy</td>
<td></td>
</tr>
<tr>
<td>Final Examination</td>
<td>30%</td>
<td>Due 12/9 through the Blackboard Vista Drop Box</td>
</tr>
</tbody>
</table>

“The time has come to end the quest for the best methods of teaching reading…Efforts should concentrate on determining which aspects of a program are most effective for particular children when used by certain teachers under given conditions, and what is more important, why?” (Harris & Sipay, 1990, p.90)
Class Participation Expectations:
- Attend all classes unless there is a documented emergency.
- Arrive to class ON TIME.
- Prepare for class. ALL STUDENTS MUST READ THE ASSIGNED CHAPTERS AS OUTLINED IN THE COURSE CALENDAR. YOUR PARTICIPATION GRADE WILL BE REFLECTED, IN PART, ON YOUR PREPAREDNESS. Participate.
- Demonstrate your willingness to focus on ideas. Please arrange to come to office hours. Do NOT act as a spokesperson for the group – but represent your own concerns as an individual (see class participation rubric).

CLASS PARTICIPATION RUBRIC

The following criteria will be used in assessing the quality of student participation:

- **A LEADER** performs all participant behaviors and makes contributions in class that will FACILITATE others’ learning as well. This includes asking thoughtful questions about the topic (versus assignments), responding well to others, clarifying points as related to the focus of instruction, etc. (3pts)
- **A CONTRIBUTOR** performs all participant behaviors and makes contributions in class that facilitates one’s own learning. Again, the focus is on content, not assignments. This includes requesting clarification or assistance, paraphrasing content to demonstrate understanding, etc. (2.5 pts)
- **A PARTICIPANT** completes all assignments, voluntarily participates and attends to instructor and classmates when they are speaking (2 pts)
- **AN OBSERVER** attends classes but becomes involved only when called upon (1 pt)
- **A DETRACTER** omits contributions that would facilitate one’s own or others’ learning, or makes contributions that interfere with others’ learning (e.g. ridiculing, interrupting, distracting behaviors, carrying on private conversations, doing other class work, sleeping, and complaining and whining about assignments and acting as a spokesperson for the group, etc. (0 pts)

PLEASE MAKE SURE THAT YOU VISIT ME DURING OFFICE HOURS IF YOU HAVE CONCERNS. I AM AVAILABLE TO YOU.

Attendance/Participation/Professional Disposition

Grading for class attendance/participation/professional disposition will be evaluated on a class-by-class basis. Refer to the Class Participation Rubric, below.

Class participation entails engaging yourself in interactive lectures and class activities. Raise thoughtful questions; share your ideas about the assigned readings and topics, etc.
You agree to arrive promptly at all scheduled classes and to remain for the full session. If you are late, absent, and/or leave early, you need to notify the instructor as soon as possible in writing (email is fine). An initial telephone message with follow-up written notification is acceptable. *If you miss one (1) scheduled session OR leave early OR arrive late for more than three (3) sessions, you cannot receive a grade of A. If you miss two (2) scheduled class sessions, you may not be able to pass this class.*

As this course follows a constructivist philosophy, where teacher candidates construct their knowledge through engaging themselves in the learning process, you are expected to be an ACTIVE participant in class—interactive lectures, small group activities, etc. Do not expect to receive credit for idly “warming the seat” each class period.

**GRADING SCALE for this class:**

*All assignments will be graded on a 4 point scale as follows: 3 points = TARGET; 2 points = ACCEPTABLE; 1 point = UNACCEPTABLE; 0 points = did not submit assignment. These points will then be weighted by percentage as stated on page 6 of this syllabus.* Your total possible score for the course is a maximum of 3 out of 3 which will then translate into a letter grade as outlined below:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Course Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2.95-3.00</td>
</tr>
<tr>
<td>A-</td>
<td>2.90-2.94</td>
</tr>
<tr>
<td>B+</td>
<td>2.81-2.89</td>
</tr>
<tr>
<td>B</td>
<td>2.78-2.80</td>
</tr>
<tr>
<td>B-</td>
<td>2.75-2.77</td>
</tr>
<tr>
<td>C+</td>
<td>2.70-2.74</td>
</tr>
<tr>
<td>C</td>
<td>2.65-2.69</td>
</tr>
<tr>
<td>C-</td>
<td>2.60-2.64</td>
</tr>
<tr>
<td>D</td>
<td>2.55-2.59</td>
</tr>
<tr>
<td>F</td>
<td>2.54 and under</td>
</tr>
</tbody>
</table>

*NOTE: FAILURE TO SUBMIT A PROPERLY DOCUMENTED AND SIGNED COPY OF YOUR OBSERVATIONS WILL RESULT IN A GRADE OF INCOMPLETE AND POSSIBLE ULTIMATE FAILURE*

**Evaluation Methods and Policies**

- Assignments are graded using the respective grading rubric. Students will be provided with a copy of each rubric in advance and expected to attach the appropriate rubric when submitting assignments.
- *Work not submitted by the due date will earn a grade of zero (0).*
● It is expected that your written work will be free of grammatical and typographical errors and be word-processed, unless otherwise noted.

● Grades will be based solely on the quality of each assignment as determined by the established criteria and score received on the respective grading rubric. Note that higher grades indicate higher achievement and higher quality. Please understand that effort and/or time expended on an assignment do not automatically result in higher quality or a higher grade. Grading is a “subjective” activity. The instructor will employ his professional judgment to determine how well assignment criteria are met. Please note that this means the grade your assignment EARNs/RECEIVES may not be the grade you necessarily want, anticipate, and/or expect. Do not ask nor expect the instructor to “adjust” a grade because you may not be “happy” with it, you “worked really hard” and believe you “deserve” a high grade, or because you have gotten “better grades” in other courses.

● If the instructor inadvertently makes a calculation error, please bring this to his attention and your grade will be adjusted accordingly.

● “Extra credit” or “make-up work” will not be given or accepted to augment your grade.
University Policy Concerning Candidates with Disabilities

Candidates who feel they may need an accommodation based on the impact of a disability should contact their instructor privately to discuss their specific needs. The instructor will need a copy of the accommodation letter from Student Disability Services in order to arrange for class accommodations. Candidates should contact Student Disability Services (Copernicus Hall, room 241) if they are not already registered with them. Student Disability Services maintains the confidential documentation of all candidates’ disabilities and assists in coordinating reasonable accommodations with the candidates’ faculty.

Any student requiring special accommodations should make arrangements to discuss his/her needs WITHIN THE FIRST 2 WEEKS OF THE START OF THE SEMESTER.

OTHER:
All students are required to have a CCSU Computer account. This may be obtained via the CCSU Computer Center or online.

All behavior and assignments in this course will be held to the University and professional code of conduct, including but not limited to issues such as cheating, plagiarism, and professional behavior in group settings.

Cell phones: Please turn them off during class. If you are expecting an emergency call, please make sure your phone is set to the vibrate mode. Should you receive an emergency call, please quietly excuse yourself to answer the call outside of the classroom.

Dispositions: As part of your overall evaluation, each student will be rated on the dispositions rubric as outlined on the sample form located on the BbVista page for this course.

Research Study Participation
As a part of a Connecticut State University Grant, I am conducting research that includes components of this class. A full description of the three-year longitudinal study may be found on the Blackboard VISTA page. I am seeking volunteers to be part of this research cohort. EVERYONE in class will participate in the pre- and post- survey, regardless of your enrollment in the study. Your involvement in the follow up cohort requires little of your extra time. Please take a few minutes to read about the study and to consider your participation. Your participation is completely voluntary and you must fill out an informed consent form to participate that clearly outlines your rights and obligations.
General Class Routine:

Class will consist of multiple ways of learning and knowing. There will be direct lectures, whole class discussions, small group work and discussions and sharing. Coming prepared with the required readings is essential and will provide you with opportunities to discuss, clarify, and question the material. Text material will often be supplemented with additional information from other sources.

Class sessions may also include quick writing summaries of material read and/or discussed, listening to and responding to pieces of children’s literature, hands-on work creating lessons and/or materials, responses to and discussion of video vignettes of classrooms in action.

The first 10 – 15 minutes of class will be devoted to your questions concerning the assignment materials so that I might further address them as we progress through the session.

Assignments

1. Response to Readings- see course calendar for due dates (a total of 8 are required)
   Assigned readings and the accompanying reader responses are to be completed BEFORE class. Each response must be deposited in the correct Blackboard Vista Assignment Box for grading. Each response will be graded and returned to you via your Blackboard Vista box. Responses will be graded as “3” (TARGET); “2” (ACCEPTABLE); “1” (UNACCEPTABLE); “0” (did not submit assignment).

   EACH response (to be word processed and double-spaced, using Microsoft Word, must relate to the course assignments, discussions, and/or readings that provide a deeper understanding of what you have learned. As you write, the goal is to describe your new learning as it relates to your specific content area specialization, and to reflect on the significance of your learning (the “so what”).

   Each class session, there will be a discussion or other activity based on information from the reading, in which EVERYONE is expected to knowledgeably participate.

2. Classroom Observations and Reflections (on-going – due in coordination with your actual placement timing)

   Each of you will be placed in a classroom for the duration of the semester. Dr. Ayalon will handle ALL PLACEMENTS. You are EXPECTED to spend a total of 30 hours in this placement. A total of SIX (6) online reflective responses are required.

   The FIRST reflective response is an analysis of the literacy environment of the classroom in which you are placed. This means do a visual scan of the room/s to which you are assigned for your content area. What evidence do you see that would promote literacy in this specific class? For example, what is up on the walls? What kind of text is
being used? Is there any access to the Internet? What kinds of information might be displayed concerning strategies that are used in this class? ALSO, be sure to add you personal opinion about what you see in terms of the literacy environment (or perhaps the lack of one).

For the next four (4) reflective responses, you are to use the guide on page 167-168 of the Sturtevant and Linek text. Follow the outline for four (4) different days in your placement. KEEP IN MIND that you must expand the depth of that outline to focus on the literacy aspects of the lessons you are observing.

For the final response, you are to interview your placement teacher, following the guide questions found on page 168 of the Sturtevant and Linek text. KEEP IN MIND that you must expand the depth of that outline to focus on the literacy teaching of this teacher.

In addition to the outlines provided you should be looking for explicit indicators of how literacy is embedded in the class being observed.

****BE SURE THAT YOU INCLUDE YOUR PERSONAL OPINIONS ABOUT WHAT YOU ARE or ARE NOT OBSERVING… You might want to speculate, based on your new understandings from the texts and our discussions, IF YOU WERE THIS TEACHER, WHAT MIGHT YOU DO DIFFERENTLY, WITH REGARD TO WAYS TO EMBED LITERACY INTO THE CONTENT AREA LESSON?

Each response must be deposited in the correct Blackboard Vista Assignment Box for grading. Each response will be graded and returned to you via your Blackboard Vista box. Responses will be graded as “3” (TARGET); “2” (ACCEPTABLE); “1” (UNACCEPTABLE); “0” (did not submit assignment).

***You are to fill out an Embedded Literacy Strategies Checklist for EACH observation that you do. These must be turned in (by hand) no later than 11/25.

***NOTE you must DOWNLOAD copies of the checklist for each observation you make for this class. They are available on Blackboard Vista.

While in your assigned content area class, discuss with your assigned teacher, the possibility of you being able to try out one or more of the LITERACY strategies you are learning in this class. If you ARE able to do this, be sure to include a write up as part of one of your observations that will include what you taught, what literacy strategy you used, what you anticipated would happen, and what did happen. Be highly reflective!!!!!

In addition, while you are in your placement you may work with students as directed by your teacher. However, the goal of THIS field placement is for you to observe and/or participate in EMBEDDED LITERACY INSTRUCTION in your content area – not merely to act as another pair of hands (in other words, in a math class, I would rather you
work with students using a new literacy strategy to help them to understand rather than simply tutoring them or doing just math without using any of the strategies you are learning).

3. Case Study
Based on your area of specialization, you will be assigned a case study to read and to which you are to respond. All case studies are in the Sturtevant and Linek book, based on your particular content area. **If you are in doubt as to which case you are responsible for, ASK ME!** In order to respond to your case study, you are required to follow (a) the “Guideline” at the start of the chapter; (b) the “Case Analysis Chart” found on pages 169-170 of the Sturtevant and Linek book; and (c) the “After reading this chapter” box at the end of your chapter.

Your response is to be word processed and double-spaced, using Microsoft Word. Response must be deposited in the correct Blackboard Vista Assignment Box for grading. Each response will be graded and returned to you via your Blackboard Vista box. Responses will be graded as “3” (TARGET); “2” (ACCEPTABLE); “1” (UNACCEPTABLE); “0” (did not submit assignment).

4. Response Paper – Journal Articles:

You are to select THREE articles from The Journal of Adolescent and Adult Literacy (IRA) and/or a peer-reviewed professional journal in your field that deal with a literacy topic of your choice. Read the three articles, and in a 5-10 page double-spaced word-processed response paper, react to what the researchers have said about your chosen topic. **Your job is NOT TO SUMMARIZE, but rather to SYNTHESIZE.** What do the authors say that show common themes/opinion about your topic? What do they say that is different? Provide a good conclusion that summarizes your new learning.

Your task is to reflect upon and respond to the findings in the articles. If you are currently a classroom teacher, you may also wish to include some classroom connections that you have made.

You are to assume a narrative voice in this paper, and write for an audience of your colleagues. Pay close attention to your written mechanics and try to avoid specialized jargon.

You are welcome to paraphrase the words of the authors by properly citing them (you must follow the 5th Edition of the APA Manual).

You must provide a cover page (properly formatted according to the APA-5 Manual), an abstract, and a reference page. **THESE THREE PAGES ARE NOT COUNTED IN THE TOTAL NUMBER OF PAGES REQUIRED FOR THIS ASSIGNMENT.**
*** NOTE: The PAPER MUST be submitted electronically via your Digital Drop Box on BbVista. No hard copy of this assignment will be given credit. You may not rewrite this assignment.

5. Content Area Literacy Lesson Plan AND Strategy Presentation

A. **Written Lesson Plan**: Using an appropriate selection of text from your content area as the instructional focus, you will create a reading AND writing plan. Use the lesson plan template that is found on the Blackboard VISTA website. **THIS IS THE ONLY LESSON PLAN FORMAT YOU MAY USE!**

B. **Strategy Presentation**: You will select a strategy from your lesson plan to share with a small group of your colleagues. The presentation will NOT consist of the “full blown” lesson you would present to students. Introduce the strategy as you would with students, present any visual aids or supplemental material you might use and discuss why you chose the strategy and how it would support English language learners and students who would need any modifications to the lesson due to issues of any exceptionality (learning disability, gifted/talented, struggling reader, etc.). **Think about a presentation that lasts 10-15 minutes!**

6. **Final Examination**

The Final Exam will consist of a case study of a content area classroom for your analysis based on what you have learned during the course this semester from your readings, your observations, and our class discussions.
<table>
<thead>
<tr>
<th>Session #</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and work due in advance of this session</th>
<th>Reminders</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/2</td>
<td>Introduction to course; syllabus review; field placement information; why literacy for content area teaching?; What should I be looking for in my observations? The texts we will be using and how to use them effectively</td>
<td>BbV – IRA Position Statement on Adolescent Literacy (download and read) B – pages 1-13 S &amp; L – pages 1-9 A &amp; M – Chapters 1-2</td>
<td>In class – Pre-Course Assessment</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/9</td>
<td>Metacognition and Literacy Strategies; Diverse Students Why do secondary students struggle with text-based assignments? What should the role of content area teachers be with regard to literacy?</td>
<td>BbV – IRA Position Statement on Adolescent Literacy (download and read) B – pages 1-13 S &amp; L – pages 1-9 A &amp; M – Chapters 1-2</td>
<td>Post your first response to the readings (you must reflect and respond to ALL the assigned readings this week)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/16</td>
<td>Choice and Decisions about Texts: Readability, Considerateness, and Fairness;</td>
<td>A &amp; M – Chapter 3</td>
<td>Post your second response to the readings</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/23</td>
<td>Defining Teaching Tools: Modeling and Explaining Strategies and Tools for Before Reading; Activating Prior Knowledge; Previewing and Predicting</td>
<td>A &amp; M – review Chapter 3 and read Chapter 4</td>
<td>Post your third response to the readings</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Instructions</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/30</td>
<td>Strategies and Tools for Exploring New Vocabulary</td>
<td>A &amp; M – Chapter 5 B- pages 15-29</td>
<td>Post your <strong>fourth</strong> response to the readings</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*** Case Study Due</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10/7</td>
<td>Comprehending and Constructing Knowledge</td>
<td>A &amp; M – Chapter 6, pp. 123-147 ONLY</td>
<td>Post your <strong>fifth</strong> response to the readings</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/14</td>
<td>Strategies and Tools Emphasizing Schema-based Connections</td>
<td>A &amp; M – Chapter 6, pp. 147-162 only.</td>
<td>Post your <strong>sixth</strong> response to the readings</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10/21</td>
<td>Supporting Strategies for Comprehension</td>
<td>A &amp; M – Chapter 7 S &amp; L – pages 129-166 B –pages 77-157 PER YOUR CONTENT AREA</td>
<td>Post your <strong>seventh</strong> response to the readings</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11/4</td>
<td>Researching Multiple Sources</td>
<td>A &amp; M – Chapter 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11/11</td>
<td>Defining Content-Area Curriculum Models and Curriculum Standards</td>
<td>A &amp; M- Chapters 10, 11, 12 * note these readings are spanned over sessions 11, 12, 13, 14 S &amp; L – pages 129-166 B –pages 77-157 PER YOUR CONTENT AREA</td>
<td>*** Written Lesson Plan Due</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/18</td>
<td>Defining Content-Area Curriculum Models and Curriculum Standards</td>
<td>A &amp; M- Chapters 10, 11, 12 * note these readings are spanned over sessions 11, 12, 13, 14 S &amp; L – pages 129-166 B –pages 77-157 PER YOUR CONTENT AREA</td>
<td>*** Articles Paper Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategy Presentations Group 1</td>
<td>Strategy Presentations Group 2</td>
<td>13/25</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-----</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>12/2</td>
<td>*note these readings are spanned over sessions 11, 12, 13, 14 S &amp; L – pages 129-166 B – pages 77-157 PER YOUR CONTENT AREA ***YOUR COMPLETED FINAL EXAM IS DUE IN THE Blackboard VISTA DROP BOX</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12/9</td>
<td><em>see above for readings</em></td>
<td>15/9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>