1. **Course Description:** Designed to assist the secondary teacher in teaching reading in the content areas. Attention is given to appraisal of reading abilities, appropriate materials, evaluation, and organization of reading programs at the secondary level.

2. **Texts:**

3. **Student Learning Outcomes:**

   The students completing this course will:

   1. Compare and contrast the three major theories of reading comprehension and give examples of how each applies to secondary level reading and writing instruction in the content area.
   2. Analyze current research and best practices in the field of content area reading and writing.
   3. Identify and illustrate specific skills and instructional strategies in the following areas:
      a. Word recognition
      b. Vocabulary
      c. Comprehension/Strategy use
         1. prediction/inference
         2. visualization
         3. monitoring for understanding
         4. Connection of text to: self, world, other text
         5. Questioning the author
         6. Summarization/paraphrasing
         7. Synthesis
         8. Evaluation/main idea
      d. Reading rate, fluency, and flexibility
      e. Study skills
      f. Reference skills
      g. Critical Literacy Skills
h. New Literacy/Media Instructional Strategy Use

5. Plan appropriate secondary level instructional sequences and groups (heterogeneous and homogenous) based upon student strengths and weaknesses, interests, and learning styles.

6. Demonstrate an understanding of reading as the process of constructing meaning through the interaction of the reader’s existing knowledge, the information suggested by the written language and the context of the reading situation.

7. Plan and implement a variety of reading strategies appropriate to various content areas and suitable for use before, during, and after reading.

8. Assess student reading comprehension through the use of both formal and informal methods/instruments.

9. Diagnose individual student needs in reading content materials and prescribe suitable instructional strategies that integrate skills, thinking processes, and content.

10. Identify and evaluate a variety of content area textbooks, trade books, and support materials that challenge, motivate, and actively involve the learner.

11. Plan and develop content area reading and writing instructional materials and strategies that addresses physical, social, and cultural diversity and that show sensitivity to differences.

12. Utilize a variety of technology and media in the development of lesson plans, instructional materials, and presentations related to the teaching of content area reading and writing.

13. Identify and/or create instructional activities and experiences that develop student cognitive processes needed for successful life-long reading.

14. Develop and evaluate an individual professional development plan for the inclusion of reading and writing within your content area emphases.

15. Demonstrate an understanding that reading/writing should be taught as a process.

16. Demonstrate a respect for the worth and contributions of all learners.

17. Engage in reflective practice and pursue continued professional growth and collaboration with colleagues.

18. Recognize the impact that culture, societal events, and issues have on teachers, students, the English language arts curriculum, and education in general and demonstrate a respect for diversity.

19. Collaborate with colleagues to develop, analyze, and evaluate instructional strategies and materials that incorporate reading and language arts in content areas.

20. Recognizes his/her role as a teacher leader and identifies opportunities to serve as an instructional leader of colleagues.

5. Evaluation Methods:

1. Students will:
a) Examine current research/literature on best practices, etc.

b) Review/analyze content area textbooks/materials

c) Develop an informal content literacy assessment instrument

d) Develop content lesson plans

e) Present/teach a whole class content literacy lesson

f) Graduate students will participate with colleagues in a Professional Literature Study Assignment (see below)

Professional Literature Assignment Guide for Graduate students

Within this performance assessment, the candidates are taught how to implement a literature study as that could be used as part of a school-wide professional development program. With funds being cut, many teachers will no longer have the opportunity to attend PD events, and this is a way to assure that learning and growth continue. Using grade-level appropriate literature written by leaders in the field of literacy to address major theories of the reading and writing processes, candidates assume roles and work within small groups to read and critically evaluate the information.

The roles are as follows:

1. First responder: This role is the person who "kicks off" the discussion by telling how many and which pages their group has chosen to read for the week. Then, they should respond on the first available day to one or more of the questions that the professor has posted. This person should also pose some further questions to their group to get the discussion started.

2. Connector: This role needs to make personal/professional connections between the readings and self/text/world. In other words: your own life/another book you've read, our text, or a movie you've viewed/events that are occurring in our world today. They should invite the other members to do the same.

3. Questioner: This role should pose some higher-level questions to the group. These would be at the level of analysis, synthesis, and/or evaluation. They should really get the group thinking critically!

4. Final responder: This role will clarify and extend the contributions of the other group members and invite their fellow group members to do the same. Then, they will provide a brief summary of the points covered and offer clarification on any issues that seem to remain unanswered. The person assuming this role should draw the discussion to a close near the final day that the post is open for discussion.

Personal, critical, and creative prompts guide the candidates’ interpretations of the ideas presented and help focus the book club discussions. These prompts are answered in writing prior to the oral discussion to provide reflective thinking that has been proven to be an effective scaffold for subsequent oral speaking/listening engagement.
Examples of prompts that guide candidates in looking more closely at point of view follow:

1. You are currently investigating an aspect of reading more deeply. What point of view do you and the members in your group hold on this aspect of reading?
2. What point of view is the author presenting in this text?
3. If each member of your group agrees with the point of view the author presents, offer an alternative point of view.
4. Does the author’s point of view or the alternative point of view you offered more closely match your own point of view? Explain

Professional Literature Study Requirements:

1. Choose material from literature selections offered.
2. Work with your small group to get roles assigned and rotated and a schedule of readings established.
3. Read the material and complete strongly supported written responses in accordance to assigned rotating roles. These will be submitted for evaluation following each discussion.
4. Provide detailed/thoughtful discussion to extend the thoughts of peers. Answer and create critical, creative, and personal prompts.
5. Take leadership to share one of the sections of your material with your peers who are reading material in EMG 806, ELE 871, or ESE 774. This will give you practice in leading a literature study discussion that can be transferred to a literature study within your school.
6. Select an idea(s) from the literature and observe a teacher teaching content that is related to this idea. Using the observational checklist that you developed for this literature study, evaluate how the teacher incorporates the gist of the idea in their classroom teaching.
7. Prepare a book discussion using Web 2.0 to motivate your peers (classmates) to join in a literature study in which this literature will be read. This will become the opening for your final presentation.
8. The final presentation should share the information gained from reading your professional literature, its observed application in the classroom, and the impact this professional literature study has had upon your preparation as a teacher.
9. The final presentation will be submitted digitally to Taskstream for scoring.

**Grading Scale (Undergraduate)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93%</td>
<td>400-372 pts.</td>
</tr>
<tr>
<td>B</td>
<td>92-86%</td>
<td>371-344 pts.</td>
</tr>
<tr>
<td>C</td>
<td>85-79%</td>
<td>343-316 pts.</td>
</tr>
<tr>
<td>D</td>
<td>78-72%</td>
<td>315-288 pts.</td>
</tr>
<tr>
<td>F</td>
<td>Below 72%</td>
<td>287 pts. or below</td>
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**Grading Scale (Graduate)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93%</td>
<td>500-465 pts.</td>
</tr>
<tr>
<td>B</td>
<td>92-86%</td>
<td>464-430 pts.</td>
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<tr>
<td>C</td>
<td>85-79%</td>
<td>429-395 pts.</td>
</tr>
<tr>
<td>D</td>
<td>78-72%</td>
<td>394-360 pts.</td>
</tr>
<tr>
<td>F</td>
<td>Below 72%</td>
<td>359 or below</td>
</tr>
</tbody>
</table>
6. **Student Progress:**

   Student progress will be posted in Blackboard. Assignments will be returned to students in a timely manner.

7. **Attendance Policy:**

    **Absences equating 20% of class meetings will result in automatic failure.** Failure to participate in the on-line class discussions or chats within the required time limits posted in the class schedule constitutes a class absence. Class sessions missed as a result of late entry will be counted as absences. The student is responsible for presenting adequate reason for assignments, discussion boards and/or chat sessions absence to the instructor in order to be given opportunity to make up missed work. (Adequate reasons include personal illness, death or serious illness in the immediate family, or participation in an approved university activity.)

    An online course requires students to be “active” and “productive” in the Blackboard course site multiple times/days each week. If regular chat sessions are scheduled for the term, then students are responsible for arriving, attending, and participating in the chat at the schedule times. If a student has an adequate reason for missing chats, assignments or discussion board posts, then the student is required to send justification to the instructor via e-mail within 48 hours of the occurrence. If the justification is approved by the instructor according to University guidelines, arrangements for late assignments, discussion board posts, and/or chats will be made. Arriving late for a chat will be counted as one-half absence. Arriving 30 minutes after the start of the chat will result in an absence.

8. **Notification of the last day to drop the course if the course starts or stops on nonstandard dates:**

   Last day to drop course or to withdraw from the University are included in the class schedule and posted in the Colonel Compass.

9. **Disability Statement:**

    If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859)622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

10. **Academic Integrity Statement:**
Students are advised that EKU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Official E-mail: An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

11. Course Requirements:

1. Examine current research and literature regarding best practices in content area reading and language arts. (100 pts.)
2. Review and analyze subject area textbooks and materials. (50 pts.)
3. Develop an informal content literacy assessment instrument. (50 pts.)
4. Develop five lesson plans around a central theme that integrates reading and/or language arts in your content area. (100 pts.)
5. Present (30-45 minutes) two content area literacy strategies using material from your content area. This could be tied to #4 above. (100 pts.)
6. Graduate students will participate in a Professional Literature Study (CF 4; KST 9, 10; IRA 6) (100 pts.)
   **Templates for these assignments are on Blackboard under Course Documents.**

12. Course Outline

   See attached Tentative Course Schedule