Rollins College
Reading in the Content Areas
EDU 535-1 & EDU 335-H1X

Mondays 4:00–6:30 pm
Cornell Hall Room 222

Spring 2017

Abby New MEd- abragg@rollins.edu
c- 407-697-7029
Meetings by appointment

Course Description:
Prepares teachers in content areas with tools required to assist students with reading skills. Pre-service teachers will learn strategies to improve vocabulary, reading comprehension, and writing skills, enabling students to better learn content materials. Prerequisites: certification track only; EDU and EDU 272. ESOL infused course.

Course Goals:
- Create empathetic future secondary teachers (grades 6-12)
- Provide skill and strategy instruction to help future teachers improve motivation and learning in their future students
- Model new methods of planning, instructional delivery and assessment using literacy skills
Course Texts and Readings:
- Young Adult Literature: Your choice based on class voting.
- Professional book: your choice dealing with Adolescent Literacy Learning in Content Areas.
- Articles from selected journals such as Adolescent Literacy.

Course Learning Objectives:
Upon completions of this course, students will be able to:

- Define the elements of a good content area lesson.
- Emphasize the constructive principals and theories throughout lessons.
- Describe rich print environments for language, inquiry, and problem solving development.
- Create safe learning environments for all students.
- Build a repertoire of reading strategies designed to contribute to content area learning: vocabulary, comprehension, and fluency.
- Utilize inquiry, problem solving, and proper questioning techniques to enhance student learning.
- Describe the foundation and necessity of the writing processes and instruction.
- Use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
- Implement a variety of assessment tools and practices to plan and evaluate effective reading instruction.
- Create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
English Speakers of Other Languages (ESOL) Objectives:

2.1.a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.

Assessment: Reflective journal entry (Chapter 7)

2.1.b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELL’s development of listening, speaking, reading, and writing (including spelling) skills in English.

Assessment: Reflective journal entry (Chapter 7)

2.1.c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.

Assessment: Reflective journal entry

2.1.e. Identify similarities and differences between English and other languages reflected on the ELL student population.

Assessment: Reflective journal entry

2.1.b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.

Assessment: Reflective journal entry
2.3.c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELL’s learning.

Assessment: Reflective journal entry

2.3.e Understand and apply knowledge of how principals of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.

Assessment: Reflective journal entry

3.2.b Develop ELLs’ L2 listening skills for a variety of academic and social purposes.

Assessment: Lesson plan designed to help learners develop listening skills.

3.2.c. Develop ELLs’ L2 speaking skills for a variety of academic and social purposes.

Assessment: Lesson plan designed to help learners develop speaking skills.
Attendance Policy:
Attendance and participation are essential elements of a methods course. Consequently, attendance will be taken every class meeting. If you must miss for a legitimate reason, please notify me prior to that class.

In any professional occupation, tardiness is not acceptable. In the field of education, tardiness would result in students being left unattended. Because this is the beginning of your professional career, please make every effort to be in class on time. One percentage point will be deducted from your final score for three unexcused tardies; two percentage points will be deducted from your final every tardy after that.

Grading Policy:
Students are expected to complete work in a professional, timely manner. Teachers must demonstrate the ability to communicate effectively as well as think logically and creatively; therefore, all assignments will be graded with an emphasis in grammar, mechanics, and professional appearance. Late work will not be accepted until prior negotiations have been made with me. Students will be expected to redo any work that is below the quality expected from methods students.

Grades will be determined on the following scale:

94-100% = A Exceptional quality of work. A’s are reserved for students who surpass expectations.

86-93% = B Good to superior work. B’s are an indication that student shows interest, effort, & originality in their work.

78-85% = C Passing, yet average work. Although a C is a respectable grade, students are encouraged to set higher standards for themselves than average for the field of education.
Technology Expectations:
Teachers are expected to enter classrooms as technology experts. The class has been designed to encourage the use of technology. Students are expected to actively participate in Blackboard (Bb) discussions and blogs. All email sent from the teacher will be sent to your Rollins email account. Students are expected to have command of the Internet and know how to read current articles through the Olin Library link. Students also need to create PowerPoint (Pp) presentation and for assignment in this class, create a voice over so the Pp can be uploaded to Bb for others to view. Our classroom has the White Board Technology and you are encouraged to explore how to use it.

If you need assistance with any technology, the Olin Library houses the help desk and they are more than willing to assist you with your technology needs.

Credit Hour Statement:
Rollins College offers four-credit-hour courses that provide three (50-minute) hours of direct or indirect instructional contact. The value of four credit hours reflects the substantial individual attention each student receives from instructors as well as additional out-of-class activities. Faculty require that students undertake at least 7.5 (60-minute) hours of outside work per week, averaged over the course’s duration and equaling two and one-half (2.5) 60-minute hours of outside work for every one (50 minute) hour of scheduled class time. In this course, the additional outside-of-class expectations are additional reading and writing, possible fieldwork, research, and small group projects.
Disability Statement:
Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: http://www.rollins.edu/disabilityservices/ and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Disability Services Office (DSO) and scheduled online through Accommodate at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the DSO with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. DSO staff are available to assist with this process.
The Academic Honor Code:
Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations. The following pledge is a binding commitment by the students of Rollins College: The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Title IX Statement:
Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez (TitleIX@rollins.edu or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you
share with the Office of Title IX. Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit http://www.rollins.edu/titleix

Course And Instructor Evaluation:
At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process.

The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student’s comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

The online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams.

Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form.
### Assignments

*Subject to change, please check BB regularly*

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Assignment</th>
<th>Items Due</th>
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<tbody>
<tr>
<td>January 23</td>
<td>- Introductions&lt;br&gt;- Review Syllabus&lt;br&gt;- What is Content Area Literacy?&lt;br&gt;- Literacy Autobiography Requirements</td>
<td>- Z/B Handwriting Test</td>
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<td>January 30</td>
<td>- Chapter 1- Constructivist and Socio-culture Approaches</td>
<td>- Literacy Autobiography</td>
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<td>February 6</td>
<td>- Chapter 2- Integrating Literature</td>
<td>- 1st article review blog&lt;br&gt;- Unit topic chosen&lt;br&gt;- Practice handwriting on board</td>
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<tr>
<td>Date</td>
<td>Chapter</td>
<td>Activities</td>
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<tr>
<td>February 13</td>
<td>3</td>
<td>- Benchmarks Common Core Standards - 2nd article review blog</td>
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<td>February 20</td>
<td>4</td>
<td>- Vocabulary - Vocabulary strategy page - Lesson Study</td>
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<td>February 27</td>
<td>5</td>
<td>- Vocabulary Comprehension lesson plan - 3rd article review blog</td>
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<td>March 6</td>
<td>6</td>
<td>- Fluency Phonics/Phonemic Awareness - Readers’ Theater Group - Comprehension Lesson Plan</td>
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<tr>
<td>March 13</td>
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<td>- Spring Break! - Great time to finish article blogs and work on your voice over Pp article review</td>
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<td>March 20</td>
<td>7</td>
<td>- Writing - 4th article review blog - Fluency lesson plan</td>
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<tr>
<td>March 27</td>
<td>8</td>
<td>- Social Interactions - 1st half of novel discussion - Handwriting board test - Handwritten Poem- Unit Topic - 5th and final article review blog</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Due Dates</td>
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<tr>
<td>April 3</td>
<td>Chapter 9-Questioning</td>
<td>Last half of novel discussion&lt;br&gt;3 strategy pages due</td>
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<td>April 10</td>
<td>Chapter 10-Utilizing the Arts</td>
<td>Article voice-over Pp</td>
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<td>April 17</td>
<td>Chapter 11-Aligning Instruction to Assessment</td>
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<td>April 24</td>
<td>Chapter 12-Motivation</td>
<td>Units due</td>
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<td>May 1</td>
<td>Open Class-possible review night and/or guest speaker</td>
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<tr>
<td>May 8</td>
<td>Final Exam&lt;br&gt;10 items for the ETEP Portfolio</td>
<td>I hope you’ve enjoyed the class and learned a lot! ☺</td>
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</tbody>
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Assignment Details and Descriptions

Literacy Autobiography:
How did you learn to read? Were you always a good reader? Please use the following template and write your literacy autobiography. You may need to call home to see what insight your parents or siblings can offer 😊

I. Early Literacy
   a. Earliest recollections on being read to, favorite childhood book, family literacy traditions?

II. School
   a. What reading activities do you remember from Kindergarten to second grade? What reading group were you in – the Eagles or the Sparrows?

III. Middle-Secondary
   a. What literacy events do you remember in these years? Did you consider yourself a reader? A writer? Why?

IV. Today
   a. What are your literacy practices today? Do you read or write for pleasure? What was the last thing you read that wasn’t assigned? How will your view of literacy impact your teaching?
Article Review Blogs & Voice-over Powerpoint (Pp):

Blog Format-
APA style: Author, (date) Article Title, Journal
Paragraph Synopsis
Reflection: How could you use this information? or Has this changed your thinking? or Other thoughts?

Choose one of the articles you have read for class that you think is the most interesting and create a 5 slide Pp with voice over explaining the article.

Handwriting Proficiency:
As you will be writing on the chalkboard or whiteboard for your students to read, it is important that your handwriting be legible. We will spend time in class (and you should spend time at home) practicing legible handwriting.

Strategy Collection:
You will learn a myriad of strategies to support student learning. Following the guidelines in the appendix, share a strategy along with a content area use of the strategy. These will be collected and a book of strategies will be created for each of you.

Reader’s Theater:
Using either a relevant picture book or an excerpt from a novel create a Reader’s Theater to be shared in class.
ETEP Portfolio:
Were you aware that you need a portfolio showing how you have met all the Florida Educator Accomplished Practices (FEAP’s)? If this is your introduction to the Expanded Teacher Educator Portfolio (ETEP), I will help you get more information about this!

This class will cover a great many of the items you will need in your ETEP portfolio. You can submit as many items as you have completed but you must submit 10 items as part of the final exam.

Literacy Circles:
Literature Circles are a great way to integrate instruction. They can be used in every content area. In this class, you will participate in a literature circle based on a secondary level novel of your choosing, however, there must be at least three students in a lit circle.

Your second literature circle will be around a professional book of your choosing—again, at least three students must be in a group.

You will be expected to come to each lit circle class having read the material and a few questions prepared for the discussion. Your active involvement in the discussion will also be part of your LC grade. Peer evaluations will be used.
Lesson Plans:
Lesson plans guide the instruction of your students. In order for me to help you structure a good lesson plan, I need to be able to see how you are thinking. The ONLY good way I know how to do this is to have you write out thorough, long form lesson plans. I will give you verbal feedback on each lesson plan so that you can improve and be ready to turn in a well-designed Unit Plan at the end of the semester.

*See template

Unit Plan:
You will develop a two to three week unit plan from your content are of instruction. If you are planning to teach this unit as part of your practicum (if enrolled), you will need to seek your teacher’s approval for your topic choice.

Using the block lesson plan template, describe the lessons for a two-three week unit. Five lessons must be expanded to the lesson plan format provided and review in class. You must include one lesson plan on each of the following:

1.) a vocabulary lesson
2.) a comprehension lesson
3.) a writing lesson

You must also show how you would made accommodations for ESOL learners and students with disabilities.