Education 352                               2 Credit Hours
Methods of Teaching Reading in the Content Areas

Fall 2006
Meeting Time: Monday, Wednesday 1:00-1:50
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EDUCATION DEPARTMENT THEME:  "CARING, COMMITTED, COMPETENT,
TEACHERS SHAPE THE FUTURE"

CATALOG DESCRIPTION:
A course designed to teach the prospective secondary teacher methods for developing reading skills while he/she teaches subjects other than reading. The course includes discussion of effective reading skills, vocabulary development in content areas, study skills, and use of teaching aids.

COURSE PURPOSE:
This course is designed to prepare the prospective teacher in methods for developing students' reading skills in conjunction with knowledge in subjects other than reading. Included will be instruction in the reading needs of the student in the content areas, readability of textbooks, study skills for each content, comprehension skills, and writing in the content area classroom.

TEXTBOOK:

COURSE OBJECTIVES:
When this course has been completed, students will be able to:  (Note: In the following objectives, BTC refers to Subject Specific Competencies for Beginning Teachers in Missouri; MoF refers to Missouri Curriculum Frameworks for Communication Arts. Both of these are closely aligned with Missouri Show-Me Standards and Missouri certification requirements. Standards refers to the 11 program standards [INTASC, Missouri, department].)

Unit 1:
1. Explain the relationship of reading and content area teaching.  BTC 1; MoF 7; Standards 1.1, 1.2, 1.5, 7.3
2. Demonstrate how to use PAR in the preparation and teaching of a lesson in their content field. BTC 2; MoF 6; Standards 1.2, 1.3, 1.4, 8
3. Promote the affective domain in teaching. Standards 2.1, 2.4, 3, 4.2, 6.1, 6.2, 7
4. Respond to conative variables in learning. Standards 2.1, 2.4, 3, 4.2, 5, 6, 7, 10.2
5. Teach from a brain-compatible approach. Standards 1.2, 2.1, 2.4, 3, 4.2, 6.1, 7.4
6. Provide instruction that allows for all the modalities of learning. **Standards 1.2, 2.1, 2.4, 3, 7.4, 4.2, 5, 6.1, 11.2, 11.3**

7. Name and use a variety of methods and techniques to build a student’s background for learning or reading content material. **BTC 2, BTC 10; Standards 1.2, 1.3, 1.4, 2.2, 3**

8. Explain the importance of setting purposes for reading. **Standards 1.4, 3.1, 3.2, 3.4, 4.1, 4.3, 6.1**

9. Choose a comprehension taxonomy that helps explain learning within their content. **BTC 2; Standards 1.2, 2.4, 4.3, 5**

10. Name and explain the levels of Bloom’s Taxonomy of Educational objectives. **Standard 2.4**

Unit 2:
1. Define readability.
2. Name text-related situations which affect readability.
3. Use techniques presented in class and in the textbook to determine a student's background for content material. **BTC 2; Standards 1.3, 2.2, 3.1, 3.2, 3.4, 8**
4. Use appropriate readability formulas to determine the readability of various text material. **Standard 8**
5. Explain how vocabulary development is related to comprehension. **BTC 2**
6. Use a variety of techniques to teach content vocabulary. **BTC 2; Standards 1.2, 4.1, 7**
7. Teach students how to develop vocabulary on their own. **Standards 6.1, 6.3, 8.1, 8.2**
8. Illustrate the model of vocabulary development presented by the instructor.
9. Demonstrate the use of writing as an aid to reading comprehension. **BTC 2; MoF 4; Standards 1.2, 4.1, 7.3, 7.4**

Unit 3:
1. Teach good study skills based on educational research to middle school and high school students within their content area. This will include note taking, test taking, and how to study a textbook. **Standards 1.2, 1.4, 2.1, 2.3, 2.4, 3.2, 4, 5, 6.1**.
2. Name and explain the roles of short-term and long-term memory in content area instruction. **Standard 2.4**
3. Teach various memory-enhancing techniques including mnemonics. **Standard 3.2**
4. Explain the use of various reading rates. **Standard 3.2**
5. Define various types of cooperative study. **BTC 3; Standards 1.2, 2.3, 3.2, 4.1, 6, 7.3**
6. Provide effective cooperative study opportunities inside and outside the classroom. **BTC 3; Standards 1.2, 2.3, 3.2, 4.1, 5, 6, 7.3**

Unit 4:
1. Identify At-Risk students. **Standards 3.1, 10.2**
2. Explain classroom adjustments that must be made to teach At-Risk students. **BTC 2; Standards 3, 6**
3. Demonstrate teaching strategies which work well with At-Risk students. **Standards 4.1, 7**

4. Demonstrate a commitment to teaching every student regardless of any interfering factors. **Standards 2.1, 2.4, 3, 4, 5, 6.1, 6.2, 7, 10.2**

5. Demonstrate the use of multiple resources in the classroom. **BTC 6, BTC 10; MoF 2, MoF 3; Standards 1, 2, 1.5, 3.2, 3.4, 4, 6.2, 11.2, 11.3**

6. Evaluate students through a variety of assessment procedures. **Standards 8, 11.4**

7. Design lessons which promote important reflection skills. **MoF 2, MoF 3, MoF 5; Standards 1.5, 2.3, 5, 6.3, 8.2**

**Life Objectives:**

As a result of this class, the professor would also like to see the students set goals for themselves to:

1. Become lifelong learners
2. Continually expand their world view
3. Look for the good in others
4. Invest in the lives of others
5. Live a life devoted to Christ
6. Demonstrate their Christian faith in and out of the classroom
7. Determine that love will be their major motivation in teaching as well as other pursuits

**METHODS AND PROCEDURES USED:**

1. Lecture
2. Class discussion
3. Interactive classroom situations
4. Discovery learning
5. Student presentations of class assignments
6. Small group workshops
7. Guest Speakers

**UNITS:**

Unit 1: Chapters 1, 12, 6 and 7 through p. 220. Introduction to Reading in the Content Areas, Building Background and Assisting Comprehension. Exam for Unit I – Sept. 27 (95 pts.)

Unit 2: Chapters 5, 9 and 10. Readability, Teaching Content Vocabulary and Writing to Learn.

Unit 3: Chapters 8 and 11. Reading Study Strategies and Systems and Cooperative Study. Exam for Unit III – Nov. 29 (85 pts.)

Unit 4: Chapters 2, 7 and 4. Diverse Learners, Reflective thinking, and Multiple Resources

Final Exam – Friday, Dec. 15, 12:30 – 2:30 (100 pts.)
COURSE REQUIREMENTS:

ATTENDANCE AND PARTICIPATION (20 pts.):
Regular class attendance is required. Since this course is highly interactive, student involvement is necessary in order for optimal learning to take place. Twenty class participation points will be given on specific days selected at random by the instructor: five points on four different days. These points will be based on the students' attendance and participation for those days; thus, students are encouraged to attend and participate daily. If you have perfect attendance, you will be exempt from attendance and presentation of literature at the final exam. Three tardies or leaving more than 15 minutes early constitute an absence; check with me after class to assure that you are not recorded as absent. According to school policy, the student will be dropped on the eighth absence.

ASSIGNMENTS:

1. Oral Presentation (50 pts.)
Prepare a review of one of the building-background activities presented in chapters 5 and 6. Working with a partner who is majoring in a discipline other than your own, you will present your review orally in class. One person will give a definition of the activity and the partner will explain how it is used. Each of you will create a separate typed example for your content area which includes the name of the activity, the grade level for which it is written, the definition, the explanation, and a hands-on activity with instructions for its use. Take class members through each activity step by step and allow them to participate in both activities. Give a copy of these papers to the professor and each class member at the time of the presentation. Each pair should take 12 to 17 minutes for this activity and make it as interesting as possible. Due Oct. 4-16, this project should demonstrate your teaching skills. A scoring guide will be given in class to explain how the presentation will be graded and should be stapled to the back of the professor’s copy.
* A copy of the activity should be placed in your portfolio; it supports MoSTEP Standard indicators 1.2 and 2.2 as well as others.

2. Readability Assessment (60 pts.)
Use the Fry and SMOG readability formula to measure the readability of 3 textbooks from your content area that are currently being used in the public schools. Include the following information from each textbook: Author, title, publisher, copyright date, pages used, and grade level for which it was written. Using the form on page 143 in your textbook, show your computation for the scores and in your own words explain the process you used. Give the results of each and then compare the results of the two tests. From these results as well as looking at other things in the text that would affect
your decision, explain whether or not you would adopt this text for the intended grade level and why or why not. This entire assignment must be typed. If you desire, you may also make this a cooperative learning activity with another person, this time with someone in your same discipline. Due Oct. 18, this project will serve as part of your unit 2 assessment. An evaluation form will be given in class detailing the point system.

* This assignment should be placed in your portfolio to support MoSTEP Standard indicator 8.1.

3. **Vocabulary Activities (50 pts.)**
   Beginning on page 289, your text presents many techniques for teaching vocabulary in the content areas. From the 19 activities approved by the professor, select 5 ideas that are most appropriate for your content area and prepare 5 teaching activities using those methods to teach a vocabulary lesson in your content area. The curriculum materials in the Instructional Resource Center will be helpful. Put each activity on a separate sheet of paper and include instructions that you would give on a handout to your students and a separate answer key, and number and label each item. Include at least 10 vocabulary terms for each activity; these terms may be the same for each activity if you wish. Use a word processor for as many of the activities as possible, and draw the others neatly with pen or marker. Make a second copy for future use because I will be writing on this one. This assignment will count as the rest of your unit 2 assessments. The vocabulary activities are due Nov. 6, and an evaluation form will be given in class.

* This assignment should be placed in your portfolio; it supports MoSTEP Standard indicators 3.2, 4.2, 5.1, 11.1 and 11.4 as well as others.

4. **Reflection / Research Paper (80 pts.)**
   Referring to Chapter 5 and 10 from Unit 2 and the chapters in this unit (2, 7 and 4), write a reflection/research paper covering the following topics:
   1. How PAR can be used to promote writing in your content classroom (give examples of specific activities)
   2. Teaching at-risk students in your content area
   3. Using critical thinking, problem solving and decision making in your content classroom (give a specific example of each)
   4. The use of multiple resources in your content classroom (be specific)

   **Outline for Paper**

   I. Introduction
   
   II. Reflection on Chapter 10 – Writing to Learn
     A. Preparation
     B. Assistance
     C. Reflection
III. Reflection on Chapter 2 – At-risk Students
   A. Identification
   B. Intervention

IV. Reflection on Chapter 7 – Reflective Thinking
   A. Critical Thinking
   B. Problem Solving
   C. Decision making

V. Reflection on Chapters 4 and 5 – Multiple Resources

VI. Conclusion

VII. Bibliography

Instructions for paper:

This is to be a 5-6 page typed reflection/research paper using at least 3 outside sources. All sources should be copyrighted within the last 7 years. You may use trade books, journals or the Internet; however, no more than one source can come from the Internet. Copies of Internet materials and journal articles must be attached to the paper, with the useful information highlighted. Consider also using an interview with a professional in the field who is currently working with your target population. If the class text is used, it would be used as a 4\textsuperscript{th} source. This paper may also be a cooperative effort if you choose to work with a group of no more than 4 people in your discipline. It can either be written as a formal paper OR presented orally, with only a single content-specific outline, works cited page, and copies of articles representing all parts of the presentation turned in to the professor before you present. You must cite all your sources in either the written or oral report; the oral report should take 10 to 15 minutes. Your written paper must also be submitted to turnitin.com by Dec. 12 or you will lose 10 points. The class I.D. # is 1239514, and the password is 18694. A scoring guide will be given in class and should be stapled to the back of the paper. The written paper is due on Dec. 13; the oral report is due on Dec. 15. It is worth 80 points and will serve as part of the final exam.

* This paper should be placed in your portfolio; it supports MoSTEP Standard indicators 1.1, 1.4, 3.3, 5.2, 11.1, 11.2, 11.3, and 11.5 as well as others.

In addition, the final will include the completion of a Unit 4 study guide (typed) for 10 points and a possible 10 points for an oral presentation of real literature which can be used in your content area. Both of these are due at the time of the final. This is a total of 100 points on the final exam.

All assignments must be typed and are due at the beginning of class on the day assigned. Anything turned in later than that loses 20\% of its point value and will receive no points after one week. Absence from class does not excuse you from turning in the work due that day by the time class begins. You are responsible for all material covered in class. So if you are absent, check with me to find out what you have missed. All written assignments should include the student's name and post
office box number, the date, class time and instructor's name in the upper left-hand corner of the first page or on a cover sheet. Once semester grades have been given, no make-up work will be accepted; these grades are final.

Students should check their e-mail regularly for possible communiqués from the professor.

**Education Department Test-taking Policy**

Students are required to take tests at the time they are scheduled. However, we realize there are always circumstances that arise that would necessitate a make-up policy.

1) All make-up tests must receive prior approval by the professor (forms available with Department Secretaries).
2) Two test make-up times will be offered in the department office each month (dates will be supplied later).
3) Students must pay a $5 fee for make-up or advance tests unless waived by the professor for the following reasons:
   a. Special testing situation is required by the professor.
   b. Student participated in a school event (athletics, music, etc.)
   c. Death of a family member (attending funeral)
   d. Illness required bed rest (doctor or nurse permission slip required)

**EVALUATION:**

1. Exams: There will be a written exam given over units I and III listed in the course outline. Exams must be taken in class on the day assigned. (This includes the final exam, which cannot be taken early.) Make-ups will be given only as indicated above. Bring a #2 pencil on exam days.
2. Ten points extra credit will be given for attending a concert, play, or artist series. These programs must be turned in by Dec. 13.
3. All written assignments must be typed and stapled together and will be graded on neatness and mechanics as well as content.
4. Points will be given as indicated for participation and assignments.
5. Grading scale:

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<th>Grade</th>
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<td>428 - 460</td>
<td>A</td>
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<tr>
<td>414 - 427</td>
<td>A-</td>
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<td>400 - 413</td>
<td>B+</td>
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<td>381 - 399</td>
<td>B</td>
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<td>368 - 380</td>
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* Indicates items which should be placed in your portfolio.

Evangel University is committed to the provision of reasonable accommodations for students with disabilities, as defined in Section 504 of the Rehabilitation Act of 1973. If you think you may qualify for accommodations, notify me as soon as possible. You will be required to have appropriate testing and documentation on file with the Academic and Career Development office (Student Union, Suite 107).

* Please turn off cell phones during class.