Course Syllabus
READ 322 Reading in the Secondary Content Areas
Abilene Christian University
College of Education and Human Services
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Room 107, Education Building

Course: READ 322 Reading in the Secondary Content Areas (3 Credit Hours)
This course will utilize lecture, discussion, cooperative learning and experiential learning formats.
Room: EDB 112

Prerequisites
Admission to the teacher education program.

Notice for students who are taking this course for all-level certifications that do not require Block. There are additional requirements that you will have to fulfill to satisfactorily complete the education program and this course. This information will be provided in an addendum.

Mission Statements
University Mission: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College of Education and Human Services Mission: The mission of the College of Education and Human Services is to equip students for global ministry through exemplary practice and service in education and human services.

Department of Curriculum and Instruction Mission: The mission of the Department of Curriculum and Instruction is to prepare exemplary, committed educators for service in diverse and multicultural communities for the glory of God.

Christian Perspective: Teaching is a life of service: Matthew 20:26-27
   Teaching is a special calling: Ephesians 4:11-12
   All teaching does not take place in the classroom: Deut.6:6-7
   Teaching children is a must: Proverbs 22:6
   Teaching is a special gift: Romans 12:6-7
   Christ is the greatest teacher of all: John 3:2

Academic Integrity:
Violations of academic integrity and other forms of cheating, as defined in ACU’s Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent. These actions are contrary to God’s established norms. Violations will be addressed as described in the policy
available for viewing at the Provost’s website (http://www.acu.edu/campusoffices/provost). The most powerful motive for integrity and truthfulness comes from one’s desire to imitate God’s nature in life. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research.

ADA Compliance Statement
Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Required Texts:


Course Description:
This course is designed to provide secondary pre-service teachers with professional knowledge concerning current theory, research, essential program components, and practical knowledge for incorporating literacy strategies into all areas of the secondary school curriculum. The course will emphasize research-based instructional strategies for addressing needs of students in light of changing demographics as well as state and federal legislation. The course will focus on Texas standards and competencies.

Course Goals:
- The student will examine current theoretical and research underpinnings for reading, writing, and learning processes in the secondary school.
- The student will explore the role of curriculum, assessment and instruction in light of the current state standards.
- The student will analyze teaching practices in relation to state teacher appraisal criteria.
- The student will examine the varied needs of learners including socio-economic and demographic considerations.
- The student will examine environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students’ learning and self-esteem.
- The student will engage in self-assessment and reflection on his or her own professional growth and ability to work cooperatively with peers.
The student will examine a variety of instructional materials, strategies and resources to support individual and group learning.

Program Competencies Addressed:
1. The teacher applies knowledge of human developmental processes in the planning instruction.
2. The teacher designs learning experiences and assessments that reflect an understanding of student diversity.
3. The teacher designs effective and coherent instruction and assessment based on appropriate learning goals and objectives.
4. The teacher demonstrates understanding of learning processes and factors that impact student learning.
5. The teacher uses effective communication in teaching and learning.
6. The teacher provides appropriate instruction that actively engages students in the learning process.
7. The teacher utilizes varied assessments to monitor student learning, provide feedback and adjust instruction.
8. The teacher understands the importance of family and interacts appropriately and effectively with families.

Course Requirements:
1. Attendance is an essential part of this course as it is in the workplace. Attendance is more than being physically present. Attendance is defined in this class as active participation in the course activities. Being absent not only affects you, but your classmates as well. University policies regarding attendance will be enforced. Poor attendance may affect your grade.
2. You will need to make a copy of a unit/chapter from a content area textbook to use from time to time throughout the semester. Textbooks can be found in the curriculum section in the library.
3. All assignments must be turned in and satisfactorily completed (74% or better) in order to receive an A, B or C for this course. You will be required to redo assignments that are not satisfactorily completed. Failure to turn in an assignment will result in a grade of D or F for the course. It is important that you master all of the material in the class.
4. Late assignments are accepted at the discretion of the professor. Assignments accepted late may result in a deduction on your final grade.

Withdrawal From Class: A student who registers for a class and does not attend or stops attending but does not officially withdraw by initiating a Withdrawal form will be assigned a failing grade ('F') for that class.

Assignments: (All assignments are to be computer generated when possible and should be in New Times Roman 12 font unless in graphic format. Criteria for evaluation for each assignment will be given in class. Assignments are due at the beginning of class as per the course schedule unless modified during the course of the semester.)
1. **Identifying Similarities and Differences** – From your selected unit/chapter provide each of the following: (a) a graphic organizer for comparing, (b) a graphic organizer for classifying, (c) a model for a metaphor, and (d) a sample analogy. After you have developed the above, in one or two paragraphs reflect on how you might incorporate these strategies in your classroom. (4pts each for a total of 20pts) Competencies 3, 4 and 8

2. **Summarizing and Notetaking** – Develop a set of teacher prepared notes (1 page) for the unit/chapter you selected. (10pts) Competencies 3, 4 and 8

3. **Reinforcing Effort and Providing Recognition** – In a 1 page paper describe how you will reinforce effort in the classroom. Should effort be considered in a student’s final grade and if so what weight should effort be given? Support your position. (5pts) In a 1 page paper, describe how praise can be effectively utilized in the classroom and what can cause praise to be ineffective. Discuss a time praise was either used effectively or ineffectively to motivate you as a student. (5pts) Competencies 4 and 7

4. **Differentiating Instruction** – Is it possible to differentiate instruction in your content area classroom? Defend your position. Your paper should be 2-3 pages. Please site any non-text resources used in your defense. (10pts) Competencies 1 and 2

5. **Homework and Practice** – In a 2 page paper discuss what makes homework effective or ineffective, the purposes of homework, and what kinds of homework will you assign in your content area. Also include if homework will be included in our grading decisions and what weight will it be given. (10pts) Competencies 3, 4, 10 and 11

6. **Nonlinguistic Representations** - Develop and illustrate a non-linguistic representation of a concept from your unit/chapter from your content area. (10pts) Competencies 3, 4 and 8

7. **Cooperative Learning; Setting Objectives and Providing Feedback; Generating and Testing Hypotheses** – As a group, design, develop, invent, and/or adopt a system of providing summative feedback to students and parents that you believe will have a positive effect on student learning. Your group will present your system to the class and explain your rationale for the system you have developed. (25pts) Your group will also develop and submit your presentation in as a media presentation (movie format) (25pts) In addition, write a one page informal reflection paper on the group process and how you will implement cooperative learning in your classroom. (5pts) Competencies 10, 11 and 14

8. **Cues, Questions, Advanced Organizers and Teaching Specific Kinds of Knowledge** – Design a process for teaching a new term or phrase from your subject area. (Marzano, pp. 128-129) Present your lesson to the class. You must submit a lesson plan with your lesson. This will be covered in class. (25pts) Competency 4

9. **Reading response logs**. 1 response log for each chapter (2-7) from “Do I Really Have to Teach Reading?” (6 at 15pts each for 90pts total)
Tests: There will be a mid-term and a final test for a total of approximately 100 points.

*Important:* All assignments must be completed or you will receive a D or F.

**Grading Scale:**
- 92-100% = A
- 84-91% = B
- 75-83% = C
- 65-74% = D
- Below 65% = F

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