

SEDU 365

Reading in the Content Areas

Buena Vista University Mission Statement: We develop students for lifelong success through innovative and imaginative academic and professional preparation.

COURSE INFORMATION:

Type of Course: Web Conferencing

Course Meeting Time: Monday & Thursday 5:30pm - 8:05pm

Classroom Location: Your home - or campus

College Credits: Three Credit Hours

Academic Term and Year: Term 4 Spring 2016 March 7, 2016 - May 5, 2016

Spring Break - March 21-26 - Note that not all sites have break at the same time. We will discuss this during our first class meeting.

INSTRUCTOR INFORMATION:

Title and Name: Shauna Heiden, Instructor

Office Location: N/A

Office Phone: 712-269-1558 (cell)

BVU e-mail: heiden@bv.edu

Instructor Office Hours: Daily - M-F 9:00am - 9:00pm

Office hours are open door opportunities. Students are strongly encouraged take advantage of this scheduled opportunity to clarify questions about assignments, seek guidance on current and future projects, and discuss course related issues that may not arise in class. Students wishing to engage in private conversations related to academic challenges, grades, or advising are encouraged to contact instructor. Our meetings will be via web conferencing. I want you to know I am always available. You can contact me anytime - cell, text, or email.

COURSE DESCRIPTION

This course is required for all Secondary Education licensure fields and can be used as a component for the secondary reading endorsement. **Reading in the Content Areas** provides an opportunity for students seeking certification to examine skills, which will help them to adapt and to apply a variety of reading techniques to the problems related to reading in the content areas at the secondary school level. The organizing theme for this course (as well as for all courses in Teacher Education) is the teacher as reflective practitioner.

Essential Questions:

1. Why do we have to teach informational text?
2. How can I support students in understanding a particular text?
3. How can I teach students to understand texts on their own?
4. How can reading, writing, and substantive conversation build conceptual understanding?

This course prepares pre-service teachers to meet the requirements for professional licensure (INTASC Standards) in the following ways:

Competencies	Key Indicators from the Standards	Evidence of meeting the standard
1. Content Pedagogy: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (INTASC #1)	The teacher candidate: (1.5) Uses interdisciplinary approaches to teaching and learning	<ul style="list-style-type: none"> - Final Exam - Quiz evaluating text - Bibliography - Teaching Demonstration - Lesson Plans - Samples of text structure - Group presentations - Answering Essential Q's - Collaborative learning
2. Student Development: The teacher understands how adolescents learn and develop, and can provide learning opportunities that support a secondary student's intellectual, social, and personal development. (INTASC #2)	The teacher candidate: (2.3) Provides opportunities for students to assume responsibility for and be actively engaged in their learning. (2.4) Encourages student reflection on prior knowledge and its connection to new information (2.5) Accesses student thinking as a basis for instruction activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing)	<ul style="list-style-type: none"> - Final Exam - Teaching Demonstration - Lesson Plans - Collaborative learning
3. Diverse Learner: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (INTASC #3)*	The teacher candidate: (3.2) Selects approaches that provide opportunities for different performance modes (3.4) Adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).	<ul style="list-style-type: none"> - Final Exam - Teaching Demonstration - Lesson Plans - Collaborative learning

<p>4. Multiple Instructional Strategies: The students understand and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills (INTASC #4)</p>	<p>The teacher candidate: (4.3) Assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.</p>	<ul style="list-style-type: none"> - Final Exam - Teaching Demonstration - Lesson Plans - Collaborative learning - Interdisciplinary Collaboration - Reading Strategies Binder - Book lists (Print, Digital, and Media) - Workshop Quizzes
<p>5. Motivation & Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (INTASC #5)*</p>	<p>The teacher candidate: (5.4) Organizes, and prepares students for, and monitors independent and group work that allows for full and varied participation.</p>	<ul style="list-style-type: none"> - Final Exam - Teaching Demonstration - Lesson Plans - Collaborative learning - Interdisciplinary Collaboration
<p>6. Assessment: The students understand and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner (INTASC #8)*</p>	<p>The teacher candidate (8.1) Selects, constructs, and uses assessment strategies appropriate to the learning outcomes.</p>	<ul style="list-style-type: none"> - Final Exam - Teaching Demonstration - Lesson Plans - Collaborative learning - Interdisciplinary Collaboration - Workshop Quizzes
<p>7. Reflective Practice: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. (INTASC #9)</p>	<p>The teacher candidate (9.2) Uses professional literature, colleagues, and other resources to support self-development as a learner and as a teacher .</p>	<ul style="list-style-type: none"> - Midterm Exam - Midterm Reflection - Final Exam - Revised work - Reflection following teaching demonstrations - Lesson Plans - Collaborative learning

This course provides opportunities for pre-service teachers to practice and apply the characteristics of effective instruction in the following ways:

Iowa Common Core: Characteristics of Effective Instruction	Evidence of Understanding
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<p>Teaching for Understanding</p> <p>Teaching for Understanding is leading students to engage in a variety of thought-provoking activities such as explaining, finding evidence in examples, generalizing, connecting, applying, making analogies, and representing the topic in new ways. Teachers assist students in making connections between prior and new knowledge to develop deep conceptual and procedural knowledge.</p> <p>Teachers who teach for understanding:</p> <ol style="list-style-type: none"> 1) make learning a long-term, thinking-centered process 2) provide for rich ongoing assessment 3) support learning with powerful representations 4) pay heed to developmental factors 5) induct students into the discipline 6) teach for transfer 	<p>Lessons that teach for transfer</p>
<p>Assessment FOR Learning (Formative Assessment)</p> <p>Formative assessment is a process used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of core content. As assessment FOR learning, formative assessment practices provide students with clear learning targets, examples and models of strong and weak work, regular descriptive feedback, and the ability to self-assess, track learning, and set goals.</p>	<p>Lessons that include formative assessment</p>
<p>Rigorous and Relevant Curriculum</p> <p>A rigorous curriculum is one that is complex, provocative, and personally or emotionally challenging. A relevant curriculum requires students to use knowledge to solve complex, real-world problems, and to create works to use in real world situations. Rigor and relevance is represented by challenging content that is significant to a topic, includes authentic work and the application of knowledge and skills to complex problems. It also entails the use of prior knowledge, the development of in-depth understanding, and the ability to develop and express ideas and findings through elaborated communication. The content is not just interesting to students, but involves particular intellectual challenges. When students successfully meet these challenges, their new learning will have meaning and value in contexts outside of the classroom.</p>	<p>Bibliography/Book list (print, digital and media)</p> <p>Appropriate Text Selection</p> <p>Teaching Demonstrations</p> <p>Lesson Plans</p> <p>Group presentations answering essential questions</p>
<p>Teaching for Learner Differences</p> <p>Teaching for Learner Differences requires teachers to understand essential concepts and skills, to identify the contributing factors affecting the desired outcome, and to utilize a variety of methods to teach and reinforce the desired concepts and skills. It includes providing access to the general education curriculum for all students. Teaching for Learner Differences can best be accomplished by engaging in a process, which has teachers using student and instructional assessment data to make sound instructional decisions to meet the needs of individual students.</p>	<p>Bibliography/Book list (print, digital and media)</p> <p>Appropriate Text Selection</p> <p>Lesson Plans</p> <p>Final Exam</p>

<p>Student-centered Classrooms</p> <p>In Student-centered Classrooms, students construct their own knowledge based on experiential, holistic, authentic, and challenging experiences. Teachers take the skills, knowledge, and concepts that the curriculum requires and connect them to students' experiences, interests, and environment. They provide opportunities for students to communicate their understandings, reasoning, solutions, and connections. Teachers encourage students to reflect on their own thinking and learning. Curriculum and assessments are centered on meaningful performances in real-world contexts. Classroom learning experiences are intentionally designed for collaboration.</p>	<p>Reading Strategies Binder</p> <p>Appropriate Text Selection</p> <p>Lesson Plans</p> <p>Final Exam</p>
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COURSE RESOURCES:

Required Text:

Title: Subjects Matter: Exceeding Standards Through Powerful Content Area Reading
Author: Daniels and Zemelman (2nd Edition)
Date: 2014
Publisher: Heinemann
ISBN number: 978-0-325-05083-6

Required Text:

Title: Do I Really Have to Teach Reading? Content Comprehension, Grades 6-12
Author: Tovani
Date: 2004
Publisher: Stenhouse
ISBN number: 978-0-325-05083-6

Required Text:

Title: Instructional Routines to Develop Content Literacy (2nd Edition)
Author: Fisher, Bronzo, Frey and Ivey
Date: 2011
Publisher: Pearson Education
ISBN number: 978-0137057191

* Any edition of this text is acceptable if the 2nd Edition is not available.

TEACHING STRATEGIES

Teaching strategies in this class will include lectures, demonstration, video presentations, review of assessment tools, periodical reviews, collaborative learning in and outside of class, coaching, student led discussions, as well as peer and self-assessment.

COURSE OUTLINE

Detailed reading and assignment schedules will be provided on the first day of each new workshop with assignments posted on the CANVAS course site calendar. The table below represents a general distribution of course topics and learning tasks but is not to be considered complete. Additional supplemental readings and learning activities are to be expected.

Dates	Workshops	Required Text Readings	Major Evidence of Learning
Week 1 March 7 & 10	I. Introductions/ Class Details	Introductions, Canvas & Technology	<ul style="list-style-type: none"> • Communicating with technology
Week 2 March 14 & 17	II. Informational Texts	Daniels and Zemelman: Chapters 1, 3, 4 Tovani: 3, 4	<ul style="list-style-type: none"> • Quiz evaluating text, recognizing text features and structure
Week 3 March 28 & 31	III. Support to Understand a Specific Text	Daniels and Zemelman: Chapters 5, 6 Tovani - Chapters 5, 6	<ul style="list-style-type: none"> • Teacher-Directed lessons for before, during, and after reading (brief description, resources, and sample lesson) • Vocabulary Lesson • Lesson presentation for peers
Week 4 April 4 & 7	IV. Designing Reading Lessons for the Content Area	Daniels and Zemelman: Chapters 2, 5 (P102-103), Tovani: Chapters 1, 2	<ul style="list-style-type: none"> • Comprehension Talk Aloud • Series of explicit instruction lessons • Reading Strategies Binder
Week 5 April 11 & 14	V. Transferable Stages	Daniels and Zemelman: Chapters 7, 8, 9, 10 Tovani: Chapters 7, 8, 9	<ul style="list-style-type: none"> • Writing Talk Aloud • Curriculum Based Readers' Theater
Week 6 April 18 & 21	VI. Using Reading, Writing, and Conversation to Comprehend Content	Daniels and Zemelamn: Chapters 11, 12, 13 Tovani: Chapters: 8 & 9	<ul style="list-style-type: none"> • Group presentations
Week 7 April 25 & 28	VII. Research based assessment learning Essential Questions	Reflection, Inquiry Research based assessments Student choice - essential question - in class presentations	
Week 8 May 2 & 5	Final Exam	Comprehensive Exam Covering Course Concepts & Essential Questions	

DESCRIPTION OF ASSIGNMENTS

Facilitating Discussion

Students will take turns leading discussion of assigned text chapters. The ability to target main ideas and promote meaningful substantive conversation in the classroom is essential for the preparation of educators. Several times throughout the semester each student will

be charged with the task of constructing thoughtful questions that challenge the class to dig deep into the text, connecting theory to practice. Facilitating discussion is a non-graded expectation of this course.

GRADED WORK

A. Reading/Writing Response

Throughout the course you will prepare written responses to assigned or chosen readings by following guidelines given in class. The written responses will be preparation for collaborative learning during class. Written work will take a variety of forms including reflective journaling, double entry notes, graphic organizers, and other tools intentionally selected as models of effective strategies for use with struggling readers. Scores for reading and writing responses are included in daily work.

B. Collaborative Learning and Reflection

This is in-class practice to meet our daily purpose. This score reflects your individual investment and contribution to learning in class, including participation and engagement. Participation and Engagement points are explained in the “General Information and Course Policies” section of this document.

C. Daily Work

In each class session students will apply new understandings to teaching practice. This may require the creation of templates and examples for use with struggling readers and the creation of instructional tools and resources for the future classroom. Students should expect to engage in regular assessments requiring demonstration of new understandings. These assessments may include assigned readings and written reflections, quizzes, tests, projects, and teaching demonstrations. Students should anticipate 2-3 hours of independent work outside of class for each hour spent in class. When daily work falls below the standard of excellence, revision and resubmission of assignments is expected.

D. Teacher-Directed Lessons

This course will require the creation of lesson plans utilizing the explicit instruction model. Students will honor content area mastery, creating solid reading lessons for use with appropriate disciplinary texts. All lesson plans will align with national literacy standards and encompass a variety of reading strategies. Student facilitated teaching demonstrations, and hands-on practice with various strategies, are an expected component of weekly engagement in this course. Students who have not yet mastered lesson plan design are expected to seek support from the CAE.

E. Tests and Exams

Students are given fair warning for all high stakes assessments and study guides are provided at least one week in advance. It is the responsibility of the student to take advantage of the study tools provided and seek clarifications in preparation for successful testing. Each instructional workshop concludes with a Unit Test. This course also includes a rigorous midterm exam and comprehensive final exam. Students must be present and participate in both the scheduled Midterm and Final Exams in order to earn a passing grade in this course.

F. Essential Question Group Presentation

At the conclusion of the semester, students will come to the final week of class prepared to answer and present any of the essential course questions (listed on page 1 of this document). You will be randomly assigned to a question and a group. Your group will have 20 minutes to compile your notes and plan your 5-minute presentation.

“Your Preparation” and the “Total Group Presentation” must include accurate, clear, and complete answers to the question. You should also provide examples and include on-going questions. Include references to researchers and practitioners who have contributed to our understanding of the essential question. Your contribution to the group presentation will be scored according to clarity, your understanding of the topic, as well as the above criteria as appropriate.

GRADING SCALE:

Final Grade:

93%	A
90%	A-
87%	B+
83%	B
80%	B-
77%.	C+
73%	C
70%	C-
70%	Pass
60%	D
Below 60%	F

GENERAL INFORMATION & POLICIES

Laptops, iPads, and Digital Devices

During class students are expected to use their laptops, iPads and other digital devices only for current classroom content in a manner that assists, and does not distract from their own learning and the learning of others in the course. Students who engage in non-contributive activities (such as texting, or social networking) will not earn full participation points. Any audio or video recordings must be conducted with the knowledge of the instructor and other students. These recordings may only be used for class purposes and may not be published in any public forum without written permission of all involved.

Assignment Deadlines

Every effort is made to provide students with detailed schedules in advance. Either by providing the entire course schedule upfront, or by presenting students with a complete reading and assignment schedule at the beginning of each unit. This course will utilize the “calendar” feature on CANVAS. Students are expected to consult the SEDU 365 course site daily.

Assignment due dates are firm. Students facing illness or exceptional circumstances are asked to contact the instructor prior to the due date to make arrangements for needed support. A penalty of -10% per day will be deducted for each day assignments are past due. There are no exceptions to the deadline policy. Extra credit opportunities will not be provided. Therefore, students must work diligently on the course requirements as assigned.

Reading

Students are expected to READ everything that is assigned. Commitment to reading is essential to your professional growth as a teacher. All readings should be completed

independently PRIOR to the class meeting on the date specified. Students should come to class ready to discuss, question, debate, or demonstrate the information presented in the readings. Content quizzes based on daily reading assignments are to be expected. A detailed schedule of reading assignments will be provided at the beginning of each workshop unit and/or posted on the SEDU 365 CANVAS course site.

Work Quality

Professional educators are held to a high standard regarding written communication skills and work product quality. For this reason, it is expected that pre-service teachers utilize and practice correct Standard English conventions (punctuation, grammar, spelling, etc.). All assignments are subject to grading criteria encompassing correct writing practice.

Attendance

100% attendance and participation is required. Students are expected to attend every class meeting and to arrive on time prepared to engage in the activities of each session. This is reflective of the expectations of a professional educator working in a school setting. At this point in your teacher preparation journey, your daily habits and practice should reflect professionalism expressed in punctuality and reliability.

Students who are unable to attend class due to sickness or exceptional circumstances are asked to contact the teacher via email or telephone prior to the class meeting. If a class session is missed, the student is responsible to make arrangements with peers to obtain documents and lesson notes. As a courtesy to the instructor, absent students should also send the instructor an email confirming that this arrangement is in place. Attendance/Participation/Engagement is awarded 100 points overall. Absentee students are responsible for all assignments and assessments on the days they are assigned and due regardless of absence. Absentee students will not earn participation points for a missed class.

Class Participation & Engagement

Students have the opportunity to earn up to **5 participation points** for each class meeting. **Zero points** are recorded when a student is not in class (for any reason). As noted above in the Laptops, iPads and Digital Devices policy, students who use class time to engage in non-contributive digital activities (such as texting, gaming, or social networking) will not earn participation points. Students who arrive late to class, leave early, or fail to contribute to discussion will not earn full points.

Students must be well prepared for the class sessions, having completed the assignments and constructively participate in the class discussions, written work and other activities. Students are expected to contribute interesting, insightful comments; present examples of concepts relative to discussion topics; paraphrase and build on comments of others; raise good questions; listen and respond appropriately to others.

ACADEMIC HONESTY

“Honesty in all academic matters is expected from all students. Actions contrary to academic integrity will not be tolerated. Any attempt to cheat, misrepresent someone else’s work as one’s own, receive credit for work one did not do, obtain and unfair advantage over other students, or aid another student to do the above will be considered a breach of academic integrity.” Refer to the BVU Academic Catalog for the entire text pertaining to policies of academic integrity. The penalty for engaging in academic dishonesty on any assignment or assessment will be a grade of **ZERO**.

Academic dishonesty encompasses any activity that seeks to gain credit for work one has not done, provide assistance to others seeking to gain such credit, or deliberately damages or destroys the work of others. Academic dishonesty includes, but is not limited to:

- (1) Plagiarism - misrepresenting another's ideas, phrases, discourse, or works as one's own. Academic information and ideas are produced and owned by individuals. Using such products without giving credit constitutes as stealing. This includes using information directly from the web, or representing papers available on the web as your own work.
- (2) Cheating - the act, or attempted act, of giving or obtaining aid and/or information by illicit means in meeting any academic requirements, including examinations.
- (3) Fabrication - intentional and unauthorized falsification or invention of any information or citation in an academic sense in any academic exercise. Any falsification of information or of sources of information is not acceptable, including, copying from another, using unauthorized collaboration with another student, use of materials written by others without giving credit, submission of the same paper to two or more instructors without prior approval, failure to acknowledge assistance by tutors and/or others.

TUTORING SERVICES

As a BVU student, you have free access to SMARTHINKING online tutoring services. You are strongly encouraged to use this service to improve your academic skills. You can submit drafts electronically or set up a time to meet with one of the tutors. To begin using SMARTHINKING, simply go to the ANGEL Home page, at the top of the third column, and click SMARTHINKING.

Private and group tutoring sessions are also available through Dr. Friesen's Academic Assistant. Study table and help sessions (conducted by high achieving BVU students) will be available upon request.

ACCOMMODATIONS

According to ADA law, Buena Vista University provides reasonable accommodations through an organized process. Students are responsible to advocate for themselves and to provide adequate documentation. Students requesting accommodations must contact Donna Musel, Director of the Center for Academic Excellence (CAE) to make arrangements and complete appropriate forms.

CANVAS & BVU SUPPORT DESK

CANVAS will serve as our online hub for communication, course documents, assignment submissions and feedback. Students may seek help from the BVU Support Desk: Web Form: [BVU Support Desk](#) – Any BVU-related question is fair game - from login issues to financial aid questions. You will be notified of progress in resolving the incident via email to your BVU GroupWise account. Log in to the BVU Support Desk using the same username and password as for ANGEL.

2FIX

Contact the 2FIX Help Desk for technical troubleshooting and help with computer issues

- Phone: 1-712-749-2FIX (2349)
- Email: 2fix@bvu.edu
- Web Form: [BVU Support Desk](#)
- Website: <http://2fix.bvu.edu>
- Hours: Monday-Friday 7 AM to 11 PM (CST), Saturday-Sunday 3 PM to 11 PM

- Phone: Toll Free: 1-800-248-4462

TEACH Act: *Many of the materials posted to this course site are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purposes of this course. They may not be further retained or disseminated.* BVU's copyright policy is located at: <http://www2.bvu.edu/academics/copyright/>