I.   **Educ 566, Reading in the Middle and Secondary School**

II.   **3 Credit Hours**

III. **Course Description**:

This course will address the basic components of reading, writing, and the other language arts at the middle and secondary level and provide the reading specialist with strategies to help students of diverse abilities and backgrounds to construct meaning from both expository and narrative texts across the various disciplines. Emphasis will be placed on research-based instructional techniques, student-to-text match, student attitude and engagement, learning theory, differentiation in lesson planning, and alternative forms of assessment.

IV.   **Place in Curriculum**

This is a required course in the Masters in Education, Reading Specialist Endorsement and the Masters in Education, ESL Endorsement.

V.   **Course Goal and Objectives**

A.   Goal – This course provides the graduate student with the essential knowledge base and dispositions related to adolescent and content area literacy, as well as multiple opportunities for application within the disciplines. (LD-K1)

B.   Objectives – Upon successful completion of this course, the graduate student will be able to:

1.   Demonstrate knowledge and understanding of the educational, psychological, sociological, and linguistic foundations of the reading and writing processes and instruction pertaining to grade four through twelve. (R24, A, B, D; IRA 1.1, 1.3; T-K1, LR-K1)

2.   Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension, and motivation) as well as identifying student strengths and needs in these areas. (R24, E; IRA 3.1; T-K1, LR-K1)

3.   Identify the role of multi-literacies, language, and adolescent development in the teaching and learning of content. (T-K1, LD-K1)

4. Use a wide range of instructional practices, approaches, grouping options, and methods (including technology-based practices) appropriate for diverse needs of learners and coach other teachers in such practice. (R24, G; IRA 2.1, 2.2; T-S1, T-K1, T-S2, LD-S3)

5. Evaluate and use a wide range of appropriate curriculum materials based on learner needs and research evidence, as well as assisting other teachers in this process. (R24, H; T-S2)

6. Utilize current adolescent and content area literacy theory and research in lesson planning, implementation, and assessment. (T-S2, T-S3)

7. Integrate the language arts (reading, writing, speaking, listening, viewing, and visually representing) in the content areas. (T-S2)

8. Identify the major components of reading comprehension (including schema activation and metacognition) and utilize comprehension-fostering strategies based on text structure and purpose. (R24, E; T-S1)

9. Employ effective techniques for the development of academic vocabulary acquisition. (R24, E; T-S1)

10. Assess and evaluate individual and group literacy instructional needs through the use of formal and informal procedures, both group and individual. (R24 I; IRA 3.1, 3.2; T-S3)

11. Assist students to employ a system of study skills that emphasize reflective, critical thought and a systematic progression toward independent learning. (T-S1)

12. Match student reading abilities to appropriate books, technology-based information, and non-print materials based on student interests, background, and proficiency, as well as assisting other teachers in the process. (R24, N; IRA 4.1, 4.2; T-S2)

13. Scaffold and modify instruction based on knowledge of language development and reading acquisition in order to account for diversity related to ability, learning style, culture, language proficiency, and background knowledge. (T-S3, LD-S2; R24, D; IRA 1.3)

14. Effectively model read alouds, think alouds, and reading for authentic purposes. (R24, O)

15. Align instructional activities with state language art standards, content area standards, and the International Reading Association standards. (T-S2)

16. Use motivation and engagement theory to stimulate interest and motivation of the learner to read for information, pleasure, and personal growth, both now and in the future. (T-S4)

17. Collaborate with other educational professionals to develop an integrated curriculum and/or comprehensive plan to provide appropriate instructional modifications.   (T-S2, LD-S1, LD-S2)

18. Incorporate instructional and informational technologies to support literacy learning. (LD-S3)

19. Utilize professional resources to enhance adolescent and content area instruction. (IRA 5.2; LR-K1, LR-S1)

20. Display positive dispositions related to reading and the teaching of reading, including articulation of the importance of collaborating with families and actual involvement with parents in cooperative efforts and programs designed to increase and broaden adolescent literacy. (R24, Q; IRA 5.1; LD-S1)

VI. **Content** (T-K1, T-S1, T-S2, T-S3, T-S4, LD-K1, LD-S1, LD-S2, LD-S3, LR-K1, LR-S1, LR-D1)

A. Reading, literacy, and teaching in the adolescent literacy/content areas
    1. Approaches to reading, theoretical models
    2. Definition of multi-literacies and adolescent/content area literacy
    3. Developmental stages of adolescent literacy, including psychological, sociological, and linguistic
    4. Role of the content area teacher
    5. Links between culture and literacy
    6. Direct, problem-based learning, inquiry, and unit instruction
    7. Differentiated instruction
    8. Grouping options
    9. Specific methods such as basals, reading/writing workshop, Book Club (literature circles), etc.

B. Affective and social aspects of content area learning and literacy
    1. The affective domain
    2. The social nature of learning

3. Classroom practices involving the affective and social domains
4. Engagement
5. Motivation

C. The role of texts in content area learning
1. Textbooks: variety, types of, selection of
2. Trade books
3. Primary sources
4. Multiple genres
5. Matching students and texts (leveling and readability)
6. Evaluation of curriculum materials
7. Read alouds

D. The role of knowledge in comprehension
1. Prior knowledge
2. Procedural and discipline-based knowledge
3. Discourse knowledge
4. Instructional techniques to activate and increase the knowledge bases
5. Students with significant comprehension difficulties
6. Think alouds

E. Comprehension instruction
1. Text organization and structure
2. Instructional techniques to increase comprehension before, during, and after reading
3. Study guides
4. Student monitoring of comprehension
5. Schemata theory
6. Reader response theory, book club
7. Active, strategic readers
8. The art of questioning

F. Vocabulary development and language study
1. Academic vocabulary
2. Promoting language study
3. Instructional strategies for teaching vocabulary in content area lessons
4. Language issues relating to English language learners
5. Phonics instruction at the middle level
6. Fluency

G. Writing in the content areas
1. Writing processes
2. Teaching writing in the disciplines

3. Writing for critical thinking and social action
4. Adaptations for students with writing disabilities
5. Helping English language learners write in the content areas

H. Multi-literacies: visual, media, digital
1. Visual literacy
2. Media literacy
3. Digital literacy
4. Integrating technology in content area instruction

I. Study skills
1. Location and organization of information
2. Study methods
3. Research methods
4. Fluency
5. Retention
6. Test taking
7. Critical reading of print and non-print texts

J. Enhancing learning through the disciplines
1. Defining curriculum
2. The standards movement
3. Common literacy concerns among the disciplines
4. Discipline-specific concerns and related strategies

K. The integrated curriculum
1. Definition of an integrated curriculum
2. Interdisciplinary, integrated, and thematic study
3. Collaboration with colleagues for curriculum development and instructional modifications

L. The unit plan
1. Introduction of the unit
2. Development of the unit (lesson planning)
3. Implementation of the unit (diverse teaching strategies)
4. Culmination activities
5. Integration of appropriate technology
6. Assessment of student learning and teacher effectiveness
7. Standards (state, discipline, IRA)

M. Assessment of adolescent/content area literacy
1. Evaluation and assessment
2. Formal, informal, and authentic assessment
3. Grading practices
4. Assessing one's teaching and literacy growth

N. Collaboration with other educational professionals, parents, and community to enhance adolescent literacy

VII. **Methodology**

A. Lecture, demonstration, and modeling (T-S1)

B. Large and small group discussion (LD-S1)

C. Simulations (T-S1)

D. Graduate student presentations (T-S1)

E. Micro-teaching (T-S2)

F. Blackboard learning modules and discussion board (LD-S3)

G. Reflective self-evaluation (LR-S1, LR-D1)

H. Guest presenters (LD-S1)

I. Lesson planning workshops (T-K1, T-S1, T-S2, T-S3, T-S4, LD-K1, LD-S2, LD-S3)

J. Cooperative learning (LD-S1)

K. Learning stations/centers (T-S1)

L. Case studies (T-S3)

VIII. **Student Roles**

A.. **Texts.** Students are expected to carefully read the core and supplemental texts prior to class so that each will be able to contribute to class discussions and activities. (T-K1, T-S1, T-S2, T-S3, T-S4, LD-K1, LD-S2, LD-S3, LR-K1)

B. **Attendance & Participation.** Attendance is required for every class session. (LD-S3)

C. **Unit Plan/Project.** The graduate student will develop, organize, implement, and assess a unit plan or project. The plan will integrate literacy strategies within a specific discipline and reflect an integrated, differentiated, and technology mediated approach to content area instruction.
(T-K1, T-S1, T-S2, T-S3, T-S4, T-D1, T-D2, LD-K1, LD-S1, LD-S2, LD-S3, LD-D1, LR-K1, LR-S2, LR-D1)

D.   **Book Club presentation.** (LD-K1,LD-S1)

E.   **Blackboard.** The student is expected to utilize the various components of the Blackboard site associated with the course, as directed by the instructor. (LD-S3)

IX.   **Evaluation**

Evaluation will include the following course components:

A.   Reading assignments (LD-K1)
B.   Participation and professionalism (T-D2)
C.   Unit plan/project (T-K1, T-S1, T-S2, T-S3, T-S4, T-D1, T-D2, LD-K1, LD-S1, LD-S2, LD-S3, LD-D1, LR-K1, LR-S2, LR-D1)
D.   Book Club presentation

Course Workload
In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, course workload occurs through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, research, assigned readings, and other activities. Students can expect to devote a minimum of 4-5 hours of work for each 1-credit hour, as mandated by the U.S. Department of Education.

Course Participation
Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

Academic Integrity
At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

ADA
Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the ADA & Academic Support Director, Angel Hoppe, please call 402-643-7365 or 800-535-5494 ext. 7365 or e-mail angel.hoppe@cune.edu.

Emergency Information
In inclement weather, check your e-mail, Blackboard, and the Concordia website (www.cune.edu) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in "Banner Self-Service" on the connectCUNE portal (http://connect.cune.edu).

X.   **Representative Bibliography** (LR-K1)

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