

EDUC 507 Reading and Writing Across the Curriculum

I. EDUC 507: Reading and Writing Across the Curriculum

II. 3 Credit Hours

- III. Course Rationale and Overview: Reading and Writing Across the Curriculum broadens the scope of student reading and writing beyond the confines of English departments. Because communication skills are crucial in all content areas as well as the workforce, this course concentrates on comprehension. Emphasis is placed on vocabulary development, study skills, and the higher-level comprehension skills. Students will learn research technique and study documentation guidelines.

In addition, the course demonstrates the learning skills appropriate to higher-level reading and communication skills and to specific content area instruction. Learning requires students to actively engage in a process of constructing, verifying and extending meaning as they read.

Computer technology is integrated throughout this course and an emphasis is placed on the teacher as 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. The student continues to develop their professional portfolio.

This course is a required component of the secondary teacher education certification curriculum and precedes the specific methods courses in the student's subject or field endorsement and the student teaching experience.

- IV. Course Description: EDUC 507 will show students how to incorporate reading, including study skills; writing; speaking; listening; research and inquiry, and technology and media into specific content areas. This course will examine theories and practices in reading comprehension, instructional strategies and communication skills that assist students in becoming mature readers.

V. Place of Course in the Curriculum:

This is the sixth course in the secondary level professional education sequence.

VI. Goals and Objectives of the Course:

The goals of this course are:

1. To develop tools and strategies to provide support as students read in content area textbooks and respond in writing to their reading. (T-S2, LD-S2)
2. To understand meaning arrives because we are purposefully engaged in thinking while we read. (T-S2)
3. To understand the principles of effective questioning documented by research. (T-S2, LD-S2)

4. To link discussion to the literary processes of reading and writing. (T-S2, LD-S2)
5. To organize a unit so least some of the reading is done in class. (T-S2)
6. To teach students how to remember and reuse information they read. (T-S2, LD-S2)

Students who successfully complete this course will:

- a. Design reading and writing assignments to improve critical thinking skills. (T-S2)
- b. Teach students reading and writing skills specific to their content areas. (T-S2)
- c. Describe how content literacy facilitates greater content achievement. (T-S2)
- d. Explain the role and purpose of prior knowledge in reading (T-S2)
- e. Describe the three dimensions of assessment necessary for content literacy-based instruction (T-S3)
- f. Identify the study skills most important in content coursework (T-S2)
- g. Differentiate rote drill from higher-level practice activities (T-S2)
- h. Plan and effective discussion based on instructional purpose and objectives. (T-S2)
- i. Motivate students to become self-directed and independent readers (T-S4)
- j. Create a literate classroom climate conducive to positive attitudes. (T-S2)
- k. Encourage students to work collaboratively, using text materials at different levels and on a variety of topics (T-S2)
- l. Individualize reading, writing, and content instruction for students who need extra help (T-S2, LD-S2)

VII. Course Content

Part 1 - : Teaching and Learning through Text

Topics:

1. Defining literacy and its relationship to speaking and listening
2. Reading and writing as language processes
3. Gathering information on students' needs and reading abilities
4. Challenges teachers face in meeting the educational needs of a diverse classroom

Readings: Text Chapters 1-4

Part 2 - : Pre-reading Strategies

Topics:

1. Taking stock of prior knowledge
2. Ways to add and activate background knowledge
3. Introducing new vocabulary as interrelated clusters in a content area
4. Constructing graphic organizers

Readings: Text Chapters 5-6

Part 3 - : Strategies for Guided Reading

Topics:

1. Techniques to make reading purposeful
2. Content literacy guides
3. Practical issues and decisions involved in actual reading

Readings: Text Chapters 7-9

Part 4 – : Post-reading Strategies

Topics:

1. Developing effective post-reading question techniques
2. Planning and conducting discussions
3. Alternatives to teacher-led discussions
4. Discussion and writing
5. Reinforcing and extending students' knowledge beyond reading

Readings: Text Chapters 10-11

Part 5 – : Additional Strategies to Facilitate Learning through Text

Topics:

1. Study skills
2. Notetaking
3. Test Taking
4. Strategies for independent reading
5. Student attitudes and motivation

Readings: Text Chapters 12-13

VIII. Suggested Methodology: (T-S2, T-D1, LR-K1)

1. E-Lecture
2. Small group discussion on discussion board and live conferencing tool

3. Large group discussion on discussion board and live conferencing tool
4. Readings
5. Written Assignments
6. Presentations
7. Teaching Demonstration
8. Videos
9. Case Studies
10. Debate
11. Journaling
12. Guest Speakers

IX. Student Roles and Course Requirements: (T-S2, T-D1, LR-K1)

- X. Read assigned chapters and be prepared to participate in online discussions and debates each week in both large and small groups. Must be able to support positions with additional and relevant research on topics covered.
 1. Written assignments.
 2. Complete research project to share with class (paper, Power Point presentation, video, podcast, wiki, blog or other electronic form approved by instructor).
 3. Maintain Del-icio-us account to store and share research information (<http://delicious.com/>)
 4. Maintain a weekly journal to reflect on professional growth and development
 5. Teaching demonstrations
 6. Complete 10 hours of field work to become acquainted with educational settings (see schedule)
 7. Continuing development of online professional teaching portfolio (Live Text <https://www.livetext.com/>)

XI. Recommended Evaluation: (T-S2, T-D1, LR-K1)

Weekly Discussion	20%
Weekly Journal	10%
Reading Reaction/Reflection Papers	20%
Research Project	20%
Field Experience	20%
Final	<u>10%</u>

XII. Recommended Resource Materials:

Required Textbook

McKenna, M. C., and Robinson, R. D. (2009). *Teaching through text: Reading and writing in the content areas*. 1st
Ed. Boston, MA: Pearson.
ISBN: 978-0-13-207472-8

Supplementary Text (Suggested but not required)

Tovani, C. (2004). *Do I really have to teach writing? Content comprehension grades 6-12*. Markham, ON:

Pembroke Publishers.

ISBN: 1-57110-376-7

Reference/Resource Materials

[Reading Research Quarterly](#)

In RRQ, you'll find reports of important studies, multidisciplinary research, various modes of investigation, and diverse viewpoints on literacy practices, teaching, and learning.

[Reading Research and Instruction](#)

Reading Research and Instruction is an international refereed professional journal that publishes articles dealing with research and instruction in reading education and allied literacy fields.

[NASSP Journal \(National Association of Secondary School Principals\)](#)

NASSP Bulletin publishes scholarly and research-based knowledge that informs practice, supports data-driven decisions, and advances the vision and performance of middle level and high school principals. NASSP Bulletin features a wide range of articles of enduring interest to educators to help promote student learning and achievement, provide insight for strategic planning and decision making in schools, and provide research and contemporary perspectives on educational reform and policies.

[The Reading Teacher](#)

The Reading Teacher will help you support children in becoming proficient readers by providing the best in research and practice.

[Phi Delta Kappan](#)

Professional journal for education, addresses issues of policy and practice for educators at all levels. Advocating research-based school reform, the *Kappan* provides a forum for debate on controversial subjects. Published since 1915, the journal appears monthly September through June.

[Reading Today - IRA](#)

The International Reading Association was founded in 1956 as a nonprofit professional

organization for those
involved in teaching reading to learners of all ages.

[Journal of Adolescent and Adult Literacy](#)

The Journal of Adolescent & Adult Literacy is the only literacy journal published exclusively for teachers of older learners. Each issue offers practical, classroom-tested ideas grounded in research and theory.

XIII. References

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