

The Florida Agricultural and Mechanical University

College of Education
Tallahassee, Florida 32307



Course Syllabus

Course Number	Course Title	Credits	Clock Hours Per Week	
RED 5336	Teaching Reading in the Content Area	3	3	Lecture
Department: Elementary Education		Prerequisites: None		
Required Textbook(s): Vacca, Richard and Joann Vacca, Content Area Reading, 9 th .ed. Pearson-Allyn and Bacon., 2008.				

Faculty Name: Robert Lemons				Term and Year: Spring 2009		
Office Location: 204A – GEC-C Building				Office Telephone: (850)561-2670		
Office Hours (Others by Appt.)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Before	3:30 – 5:30	3:30 – 5:30	3:30 – 5:30			
& after each class	8:00 – 8:30	8:00 – 8:30	8:00 – 8:30			

Course Description

This course is designed to acquaint pre-service teachers with the fundamental concepts and knowledge for teaching reading in the content areas. The concepts in this course will develop awareness, understanding and appreciation of literacy practices that foster reading across the curriculum. The in-service teacher will gain knowledge of the teaching of reading by studying techniques of integrating reading into the curriculum across all school subject areas such as: social studies, science, and math. This course is designed to address the Florida A & M University Conceptual Framework. Our goal is to produce “Teacher as Exemplary professionals” who are: Professionally Astute, Academically astute, Confident, Analytical/Reflective, Proactive, and Ethical. The theme, “Teachers of Exemplary Professionals” is operationalized through the “Integrated Model” that also addresses the following State, Nationalized, and Learned Societies’ standards for producing quality reading professionals: Florida Accomplished Practice (FAP), International Reading Association (IRA), Association of Childhood Education International (ACEI), English as a second Language (ESOL), and the Florida Subject Area Competencies (FSAC).

Class Structure and Instruction Delivery

This class will be delivered in a cooperative learning format. Everyone in the classroom is responsible for everyone else's learning. The Professor will serve as the Instructional Leader and Facilitator. Much of your work in class will be done in small groups. You will be randomly assigned to a group. After three chapters have been covered, groups will be reformed. You will be given study guides before each chapter. You will be required to complete each guide outside the class. Upon arrival to class, you should immediately get into your groups and begin working. Work in the group should consist of comparing responses to the study guide, helping each other with problems that they may have had if any, making sure that each individual in the group understands each item on the study guide, deciding who will represent the group for each item in the whole group discussion.

At the beginning of each class period, the professor will lead a short discussion on topics related to literacy, children, their families, schools, teachers and learning. You will be expected to take an active role in the discussions by contributing when appropriate.

There are five broad topics that you will be required to prepare a critique from one of major literacy journals. You may consult journals from the list provided earlier. The critiques should be done in the American Psychological Association (APA) format. After you prepare a detailed summary of the article's contents, provide a thoughtful personal reaction. Give your overall impression of the article, its strength and weaknesses, how does this information conform with what you knew before, tell how you would use its contents, and finally, would you recommend this article for your colleagues.

Nearing the end of the semester, we will begin our simulated teaching exercises. You are to plan a thirty minute lesson on a topic agreed upon by both of us. Develop a lesson plan in the format shown on the attached sheet. You may volunteer for a scheduled time to teach your lesson. If there are no volunteers, then we will proceed down the role in alphabetical order. Before beginning a lesson, read your objectives to the class, and provide any orientation to your lesson as you feel appropriate. At the end of your lesson, you will be asked to read each of your behavioral objectives to the class again, one by one. The class will be asked if the objectives have been achieved. They will provide explanations of why they think the objectives were achieved or not. Next the students will be asked to tell you what the strengths of the lessons were. Next they will tell you what the weaknesses were and how the lesson could have been improved.

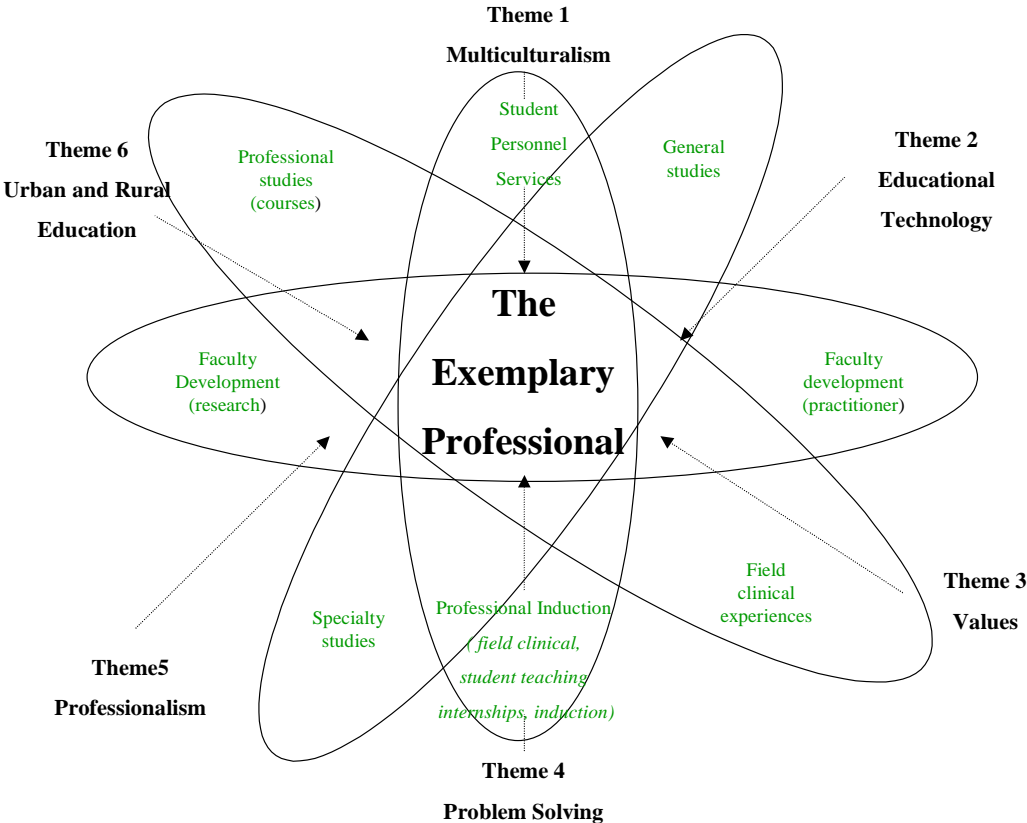
Next, the class will be asked if they would like for you to teach their child this lesson. Finally, the Professor will provide an oral evaluation of the lesson. Your grade for this activity will consist of a combination of the quality of your lesson plan and the quality of your teaching presentation. What your classmates say about the quality of your lesson will have no bearing on the grade that you receive for the lesson. The professor's opinion is the one counted toward your grade for this activity.

Professional Education Unit Conceptual Framework

The Conceptual Framework in the Professional Education Unit at Florida A&M's University College of Education is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of several activities and themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term "exemplary" refers to the kind of graduates the unit strives to produce. The Educational Leadership Program has identified the professional content and experiences of the Educator Accomplished Practices specified by the Florida Standards Commission, the Florida Essential Teaching Competencies identified

by the Florida Department of Education **ESOL** standards, the competencies and domains identified by the Florida Council for Educational Management and the standards identified by the National Council for the Accreditation of Teacher Education. Figure 1 provides a diagram of the Exemplary Professional Conceptual Framework. A list of the specific competencies is provided in the appendix.

Figure 1



Course Objectives

The following course objectives include the Accomplished Practice principles addressed during this course. For further details refer to the appendices of this syllabus.

The student will be able to:

1. State and understand the rationale for reading in the content areas. (AP#7) (IRA-5, 5.1, 5.2, 5.4, 5.6)
2. Complete and act upon self-assessment instruments (oral and written) given in the classroom, through simulations and role play that include interaction with culturally and linguistically diverse parents and students, including the assessment of students who are culturally and linguistically diverse. (Diagnose student needs through test, teacher observation, and student records.) (AP#1) (ESOL #19)
3. Demonstrate oral, written and grammar skills through presentations, classroom activities and participation, interacting with peers and through simulations and role play that includes interaction with culturally and linguistically diverse parents and students, including the assessment of students who are culturally and linguistically diverse. (AP#2,3,4,7,9,10&12) (ESOL 22)
4. Learn strategies for coping with diverse cultures and environments in the workplace and social settings. (Identify the role of the teacher in the teaching and learning process.) (Enhance student's feelings of dignity and the self-worth of other people, including those from other ethnic, cultural, linguistic and economic groups.) (AP#5,7&9) (ESOL 1,7,23)
5. Research grade level textbooks and materials for unit lesson plans that include strategies for addressing the needs of ESOL. (Select, adapt, and develop instructional materials for a given set of instructional objectives and to meet student-learning needs.) (AP#2,8,9,10&12) (ESOL 17,18)
6. Prepare several unit/lesson plans with the inclusion of strategies to address the needs of ESOL. (Discuss the advantages and disadvantages of the various ways children can be grouped for instruction.) (AP#1,2,3,4,5,6,7,8,9,10,&12) (ESOL 8,16,24)
7. Teach topics of a unit in class within a specified time. (AP#1,2,3,4,5,6,7,8,9,10,12)
8. Demonstrate knowledge of the: "Professional Code of Ethics" for teachers, "Educators' Accomplished Practices," and "Competencies and Skills," in activities and simulations. (AP#5,6&9)
9. Demonstrate mastery of computer software application and use of Standard English by preparing written and oral assignments and term project. (AP# 2 & 12)(IRA 12.4)

Expected Behavior

Each student is expected to behave in a professional and respectable manner at all times. No talking while another has been permitted to do so; Always respect the opinion of another even if you do not agree; During class activities, when you are asked to give feedback or to critique another classmate, always start with a positive statement. When arriving to class late, do not walk in front of the presenter while he/she is speaking. Wait before you take a seat. Do not leave the room while a presenter or faculty is speaking. Beepers and cell-phones must be turned off during class.

Cheating/ Plagiarizing

Students who cheat on exams and/or plagiarize/copy on assignments and/or term projects will receive an “F” grade.

Projects & Assignments

Students are expected to complete *all* homework assignments, activities, and projects when due- (absence from class is "No Excuse"). *Absolute Zero Tolerance for Late Assignments: NO assignments will be accepted after time of due date. No Excuses. You may turn in your assignments before the due date.* All work must be completed on word processing/ graphic software. Do not turn-in incomplete work.

Note: Students are responsible for lost mail or delivery. Projects and assignments may be delivered or mailed to my office:

Methods of Evaluation

Attendance and Participation	20%
Lesson Plan/Presentation	15%
Journal Article Presentations (3 journal critiques)	15%
Special Project/ Research Paper	15%
Develop Reading/ Study Guides	15%
Exams	20%
Total	100%

Tentative Topical Outline

- Week 1:** Introduction
Lecture: Reading Matters
Presentations/Exercises (ESOL #1, 7):
- Week 2:** From struggling readers to striving readers. (ESOL #8, 23,)
- Week 3:** Culturally and linguistically diverse learners(ESOL #7, 8, 16, 17)
- Week 4:** Assessing students and texts. (ESOL #7, 8, 16, 17, 19, 24)
- Week 5:** Developing vocabulary knowledge and concepts.

- Week 6:** Activating prior knowledge. (*ESOL #1, 22*)
- Week 7:** Guiding reader-text interaction (*ESOL #19, 23*)
- Week 8:** Writing to learn.
- Week 9:** Working smart: study strategies and guides (*ESOL #24*)
- Week 10:** Bringing students and texts together
- Week 11:** Simulated teaching
- Week 12:** Simulated Teaching Exercises and Final Examination

Use of Technology

- Students must also enroll in the college's *Live Text program* to input all field required portfolio artifacts. The portfolio must be completed before admitted to student internship. Details will be explained during the mandatory orientation.
- Students are required to use computers and appropriate software (i.e. word-processing, spreadsheet, internet, graphics, etc.) as needed for all required assignments.

Appropriate Professional Organizational/Learned Society (National)

Competencies set forth by national specialty organizations:

- National Council for the Accreditation of Teacher Education (NCATE)
- International Reading Association (IRA)
- National Council of Teachers of English (NCTE)
- Association Childhood Education International (ACEI)

Artifacts

Artifact 1:

Journal Article Critiques

Artifact 2

Reading/ Study Guides

Artifact 3:

Special Project

Assessment Rubrics: Favorable (4pts) Acceptable (3pts) Marginal (2pts) Unacceptable (1pt)