Instructor:	Lisa Hyland 10491 Golden Eagle Trail Woodbury, MN 55129 (651) 735-9907 hyland@augsburg.edu
Course Description:	The study and utilization of a variety of techniques and resources to assist students in teaching reading through the content areas.
Course Credits:	1.0
Course Prerequisites:	PPST
Department Mission Statement:	The Augsburg College Education Department commits itself to developing future educational leaders who foster student learning and well-being by being knowledgeable in their fields, being capable in pedagogy, being ethical in practice, nurturing self-worth, embracing diversity, thinking reflectively, and collaborating effectively.
Mission Themes:	Being competent in pedagogy, knowledgeable in content, reflecting critically
Required Texts:	Literacy and Learning in the Content Areas, Kane, Sharon. Holcomb Hathaway, Scottsdale, AZ, 2003.
Supplemental Texts:	The Giver by Lois Lowry Young adult novel of your choice (related to content area)
Recommended Text:	Teaching Reading in the Content Area: If Not Me, Then Who?, Billmeyer, Rachel, and Mary Lee Barton. Mid-continental Regional Educational Laboratory, Aurora, CO, 2002.
Applicable Standards For Effective Practice:	**Standard 2**-- Student Learning: A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. **Standard 3** -- Diverse Learners: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. **Standard 4**-- Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. **Standard 6**-- Communication: A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 9-- Reflection and Professional Development: A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

Standard 10-- Collaboration, Ethics and Relationships: A teacher must be able to communicate and interact with parents or guardians, families, school colleagues and the community to support student learning and well being.

Course Objectives: Students in the course will . . .
- Demonstrate understanding of the reading process and its implications for instruction (MSEP 4. C, 4.F, 4. H, 4.K)
- Demonstrate instructional strategies that foster student comprehension (MSEP 4.C, 4.H, 4.H, 4.K, 9.C)
- Demonstrate understanding of using prior knowledge to increase student learning and comprehension. (MSEP 2.F, 2.G)
- Demonstrate understanding of student differences and strategies to increase learning (MSEP 3.C, 3.K, 3.I, 3.M, 6.E, 6.G, 10.D)
- Demonstrate understanding of the writing process and its implication for instruction (MSEP 6.E, 6. 1)

Technology Requirement: 1. Create a database using Filemaker Pro or Access or other accessible database tool.
2. Gather a substantial list of age-appropriate web sites for use in content areas. Evaluate the sites for age appropriateness and educative value, using state and/or national standards.

Assessment Summary

Assessment Tool	Activity/Documents	Program Standards
Teacher Evaluation	Learning logs, In-class writings, Formal Essays, Literature Report	2.G, 3.O, 3.P, 4.H, 6.I, 9.B, 9.3, 9.J, 10.C
Teacher Evaluation	Quizzes and/or Tests	1.A, 1.H, 1.I, 1.J, 6.A, 6.E
Discussion	In class, small group/whole group Discussion	2.F, 2.G, 3.K, 3.I, 3.M, 3.O, 3.P, 6.E, 6.F, 6.G, 6.I, 9.C
Peer/Teacher Evaluation	Creating and Delivering Lesson Plans	3.K, 3.I, 3.M, 4.C, 4F, 4.G, 4.H, 4.K
Teacher Evaluation	Creating a database and finding/evaluating Web sites	

Assessment Descriptions:

Learning Logs
Five learning log entries are to be completed throughout the course on topics assigned. Entries are due as noted on the "Tentative Schedule" found in the syllabus. Each entry should be <u>dated</u> and <u>titled</u> to indicate topic. They should be <u>one to two pages</u> in length, <u>reflective</u>, and thoughtful. **Entries should refer to text and course information**. To receive full credit, entries should move beyond observations and facts to <u>interpretation</u> and <u>application</u>. Entries must be <u>word processed</u> and proofread carefully. Late entries will not be given full credit.

Annotated Bibliography and Access Database
Students (either individually or as a subject area group) will create an annotated bibliography of content related adolescent literature and picture books that can serve as a list of titles for a classroom library, teacher recommendations for students, and/or a teacher collection of read alouds. Titles, authors, topic, approximate reading level, and annotations will be organized on a database using Access.

Content Area Lesson Plans
Students (either individually or as a subject area group) will write two lesson plans designed to promote comprehension in the subject area through reading and reading related activities. The plans should be centered around two pieces of literature—one fiction and one nonfiction piece. Students will teach at least one lesson in class. **Each lesson should contain a   page rationale for the strategies used, citing the text for support.**

> **Strategic Reading**
> Students will construct a lesson plan for a reading assignment demonstrating their understanding of strategic reading instruction as presented in class and in the course text. The lesson should incorporate vocabulary instruction as well as a writing task.
>
> **Young Adult Fiction**
> Students will read one young adult novel and construct a lesson plan demonstrating their understanding of literary questioning and teaching as presented in class and in the course text.   A brief summary of the book should be included as well as a variety of ideas depicting how the text might be used in a classroom in your content area.

500 students:

> **Current Best Practices in Subject Area Project**
> In addition to the above lesson plans, students (individually or in a subject area group) will, in a two page paper . . .
> • explore a minimum of five sources in professional literature and/or internet sites.
> • address the reading and writing demands in their content areas (the characteristics of the text, or what makes text in your area unique),
> • discuss current best practices and research,
> Each student or group will **present** . . .
> • oral report to the class,
> • a one-page handout containing an annotated bibliography and a presentation summary to each class member.

Content Area Web Sites and Evaluation
Either individually or as a subject area group, gather a substantial list of age-appropriate web sites (10-12) for use in your specific content area. Evaluate the sites for age-appropriateness and educative value, referencing how each site may help you address state and/or national standards in your content area.

Strategic Reading Notes and Written Think Aloud
Students should read their text strategically and document their strategic activities (such as in a KWL). During one reading assignment, students should think critically about their approach to reading (such as in the "think aloud approach) and describe their personal reading process. Students should analyze their approach to reading and strategies according to the text and course learnings. How will these reflections and understanding of your own reading processes affect your teaching? The think aloud and analysis should be two to three pages, reflective and analytical.

Implementation Plan (500 Students only)
Students will connect with a secondary teacher in his/her content area. The student will interview the teacher regarding the use of fiction, nonfiction, and strategic teaching of reading. The student should acquire a content outline for the course and create a literature list, for required or supplemental reading, that would coordinate with the content, topically or thematically, and that represents an appropriate range of reading abilities. Additionally, provide coordinating strategies and activities for strategic teaching. The content outline, literature list, and strategic teaching activities should be presented to the cooperating teacher for comment and presented to the instructor for evaluation.

Midterm Exam

Students may complete a midterm exam covering text information as well as class discussion and presentations made by both teacher and students. The test will consist of creating a semantic web of information as well as an essay component. Evaluation will center on the students ability to reference course information and best practice and apply this information to his/her specific content area.

Final Exam

Students may complete a final exam covering text information as well as class discussion and presentations made by both teacher and students. The test will consist of creating a semantic web of information as well as an essay component. Evaluation will center on the students ability to reference course information and best practice and apply this information to his/her specific content area.

Grading Procedure / Course Points

There are several components to your final grade for this course. Each assignment will be discussed further in class. These assignments include:

Class work accumulation (3-ring binder)	
Attendance and participation	
Learning Log Entries	25 pts. (5 pts./entry)
Annotated Bibliography	15
Access Database	15
Lesson Plans	
Young Adult fiction	25
Nonfiction strategic reading lesson	25
Content Area Appropriate Web Sites and Evaluation	20
Strategic Reading Notes and Written Think Aloud	25
Total	150

If a midterm and final exam are given . . .

Midterm	25
Final Exams	25
Total	200

500 students . . .

Current Best Practices with lessons, additional	25
Literature and Strategies Implementation Plan	25
Total (w/out midterm and final)	200

College/Course Policies

Attendance Policy:
Students are expected to attend and participate in all course sessions. Class attendance is particularly important in condensed weekend courses where there are fewer teacher/student contact hours. If a student is unable to attend a class, arrangements for missed notes, assignments, and handouts should be made with other class members. Missed classes may negatively affect the overall grade for the course.

Honesty Policy:
The Augsburg College policy on academic honesty applies to this course.

Student Rights/Responsibilities:
Students with diagnosed learning disabilities or physical handicaps may have legal rights to course modifications. All students have the right to use the College Counseling and Student Development staff services as well as receive assistance from the writing lab.

Teaching Strategies:
Students will benefit from lectures, discussions, small group activities, and writing and research assignments.

College Grading Procedure:

100-95%	4.0	Highest standard of excellence
94%-90%	3.5	
89%-85%	3.0	Above basic course standard
84%-80%	2.5	
79%-75%	2.0	Meets basic course standard
74%-70%	1.5	
69%-65%	1.0	

Late work
Every effort should be made to turn work in on time for the benefit of timely feedback. Late work will be accepted but may receive reduced credit. NO work will be accepted following the last day of the course unless an incomplete is applied for through the college.

Technology Expectations
As an education department, we expect these entry-level technology skills from our pre-service teachers:
- Read and answer email regularly and in a timely fashion, using your Augsburg College email address.
- When required, attach documents to email.
- Make active use of online course resources (e.g. Blackboard).
- Access and use online file space (e.g., AugNet/Netware space).
- Use word processing for assignments. We require that they be done in Microsoft Word and that they are run through Spell Check.
- Have the ability to access and navigate the Internet.

Students who do not possess these skills should contact personnel in the student computing lab in Lindell Library for help in developing these skills. Students ill receive training in Augsburg specific software such as Blackboard and AugNet in college orientation programs and/or in beginning coursework. Augsburg computer labs all have Microsoft Word for those students who do not have access to this software elsewhere.

Tentative Schedule

Session	Date	Topic/Activities	Assignments
1	January 10	Intro and class overview What is reading? What is content area reading? Why should all teachers be teachers of literacy? Discuss <u>The Giver</u> by Lois Lowry	Decide on a grade and subject -for your hypothetical class

2	January 24	Literacy, Content Area Teaching, &
		    Learning Standards,
		Affective and Social Aspects of Content
		    Area Learning and Literacy
			LL #1 Due
			Kane Ch 1 & 2

3	February 7	The Role of the Text The Role of the Reader *Visit comp. lab to work on database	LL #2 Due Kane Ch 3 & 4 Due: Annotations
4	February 14	Vocabulary Development, Language Study, Comprehension, Critical Thinking Midterm Exam?	Kane CH 5 & 6 Due: Database of Annotations
5	February 28	Writing, Listening, & Speaking in the Content Areas Lesson Plan Presentations	LL #3 Due Kane Ch 7 & 8 Due: Nonfiction Lesson Plan
6	March 13	Assessment of Content Area Literacy Lesson Plan Presentations	LL #4 Due Kane Ch 10 Due: YA Novel lesson plans
7	March 27	Visual, Media, & Digital Literacies The Future of Literacy in the Classroom	LL #5 Due Kane Ch 9 & 11 Due: Web Sites and Evaluation
8	April 3	Graduate Presentations (Implementation Plans) Final Exam?	Due: Reading Notes & Think Aloud