2. COURSE INFORMATION

Catalog

Methods are provided for kindergarten through grade twelve teachers to help students learn from subject matter materials.

Relationship to Professional Program

READ 501 is a required course in the M.Ed. in Reading Program. This course is also used to satisfy requirements for certification in Rhode Island. It provides fundamental experience in content area literacy pedagogy as described by the International Reading Association Standards for Reading Professionals (Revised 2010). It also conforms with and prepares students to meet the goals and indicators of The Rhode Island Professional Teaching Standards and the FSEHD Conceptual Framework.

Relationship to Feinstein School of Education’s Conceptual Framework

READ 501 requires that teacher candidates meet standards of professionalism delineated in the FSEHD’s Conceptual Framework (related to knowledge, diversity, pedagogy, and professionalism). This course emphasizes the synthesis of literacy skills and the mastery of content area concepts. Course participants are engaged in understanding how literacy skills can be integrated into the teaching of subject matter. Students plan, act on, and then reflect on the use of techniques that can be used to help students master content concepts. The required Project Based Learning unit is a synthesizing activity. The following elements of the conceptual framework are integrated into the design of this project: reflective practice, knowledge, pedagogy, diversity, technology, standards, and performance assessment. READ 501 also requires that teacher candidates meet standards of professionalism delineated in the International Reading Association Standards for Reading Professionals, The Rhode Island Professional Teaching Standards, and the FSEHD Conceptual Framework.

2. COURSE OUTCOMES

The course objectives / outcomes are keyed to the International Reading Association (IRA) Standards for Reading Professionals (Revised 2010), The Rhode Island Professional Teaching Standards (RIPTS), and the FSEHD Conceptual Framework (CF: Planning, Acting, Reflecting (PAR), Knowledge (K), Pedagogy (P), Diversity (D),
The candidate who completes this course should be able to:

1. describe the reflective practitioner model and explain how this model applies to reading instruction in the content areas. (IRA Professional Standard: 1.1, 1.2) (RIPTS: 1, 2) (CF: PAR)
   Assessed by completion of Project Based Learning unit

2. describe instructional practices that impede progress in learning subject matter and in the development of higher level literacy. (IRA Professional Standard: 2.2) (RIPTS: 1, 2), (CF: P, D)
   Assessed by class discussions and activities

3. describe the roles and responsibilities of personnel in schools in developing students’ literacy skills, e.g., literacy coaches, reading specialists, content area teachers.(IRA Professional Standard: 2.1, 6.1) (CF: K, PR)
   Assessed by class discussions

4. explain the interactive and developmental nature of reading and writing (IRA Professional Standard: 1.1, 1.2) (RIPTS: 1) (CF: K)
   Assessed by theory metaphor paper

5. understand the concept of metacognition and the role of self-monitoring, self-correction, and adjustment of reading rates in mature reading and learning. (IRA Professional Standards: 1.1, 1.2) (RIPTS: 3) (CF: K)
   Assessed by class discussions

6. explain the differences between oral and written language and between expository and narrative text, and understand the implications of these differences for school learning. (IRA Professional Standard: 1.1) (RIPTS: 2) (CF: K)
   Assessed by class discussions and activities

7. understand literacy as a social phenomena influenced by cultural expectations and linguistic variation. (IRA Professional Standards: 1.1, 4.1, 4.2) (RIPTS: 1) (CF: K, D)
   Assessed by class discussions

8. develop a rationale for using reading and writing methods in content area classes. (IRA Professional Standards: 2.2, 2.3) (RIPTS: 2) (CF: K)
   Assessed by completion of Project Based Learning unit

9. select and apply procedures for determining the difficulty and appropriateness of content area materials including materials for developing students’ media literacies. (IRA Professional Standard: 2.3) (RIPTS: 2) (CF: K, P)
   Assessed by describing and utilizing a website for the Project Based Learning unit

10. understand the concept of diagnostic teaching and develop informal instruments and techniques for assessing students ability to read and learn from content area materials.(IRA Professional Standards: 3.1, 3.2, 3.3, 3.4) (RIPTS: 9) (CF: K, P)
   Assessed by completion of Project Based Learning unit
11. know word recognition and word meaning strategies and appropriate applications of these in the content areas. (IRA Professional Standards: 2.2, 2.3) (RIPTS: 5)

*Assessed by completion of Project Based Learning unit*

12. describe strategies for advancing comprehension in content area materials. (IRA Professional Standards: 2.2, 4.1, 4.2, 4.3) (RIPTS: 5) (CF: P)

*Assessed by completion of Project Based Learning unit*

*Assessed by preparation and sharing of content comprehension activities*

13. Identify a variety materials (electronic, commercially-prepared and self-made) that can be used to enhance learning in the content area. (IRA Professional Standards: 2.3, 4.2) (RIPTS: 5, 8) (CF: P)

*Assessed by completion of Project Based Learning unit*

16. demonstrate strategies for guiding reading in a specific content area. (IRA Professional Standards: 2.2, 2.3) (RIPTS: 5, 8) (CF: P)

*Assessed by completion of Project Based Learning unit*

17. describe the role of reference skills, interpretation of graphics, study skills, and independent learning strategies in facilitating the acquisition of content material.

(IRA Professional Standard: 2.1, 2.2, 2.3) (RIPTS: 5) (CF: P)

*Assessed by class discussions and activities*

18. discuss ways of differentiating the assignments to meet the needs, interests, and capabilities of students especially those from culturally diverse and exceptional populations. (IRA Professional Standards: 2.1, 2.2, 2.3, 4.1, 4.2, 4.3) (RIPTS: 4, 6) (CF: P, D)

*Assessed by completion of Project Based Learning unit*

19. describe ways that writing may be used to motivate, extend, and reinforce content area learning. (IRA Professional Standards: 1.1, 1.2, 4.1) (RIPTS: 5, 8) (CF: P)

*Assessed by completion of Project Based Learning unit*

20. describe how new technologies can be utilized to enhance instruction in reading and writing. (IRA Professional Standard: 2.3) (RIPTS: 5, 8) (CF: K, P)

*Assessed by completion of Project Based Learning unit*

### 3. COURSE TEXTS AND MATERIALS

**Required Course Texts**


**Note:**

1. **E-mail:** When emailing to one instructor, include a copy to the other instructor. This will keep us both informed about all matters needing attention. It is unlikely that emails will be responded to immediately. Take that into consideration when sending a message.
2. **Written Assignments:** All written assignments should be paged, double-spaced in 12 point font and conform to American Psychological Association (APA) standards, fifth edition.

3. **Source Citations:** The ethics of the International Reading Association require members of the reading profession to acknowledge the sources of information that members use in papers and other published material. In other words, cite sources in your papers and do not borrow without attribution. Avoid lengthy quotations from outside sources.

**Additional Readings**


Fang, Z. (October 2012). Approaches to developing content area literacies. *Journal of Adolescent & Adult Literacy,* 103-108.


### COURSE CALENDAR

<table>
<thead>
<tr>
<th>Day</th>
<th>Class Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/26</td>
<td>R: Theory</td>
<td>VVM, Ch. 1.</td>
</tr>
<tr>
<td></td>
<td>T: Blogs</td>
<td>RM, Ch. 1</td>
</tr>
<tr>
<td></td>
<td>PBL: Introduction</td>
<td>Larmer, Ch. 1</td>
</tr>
<tr>
<td>2/2</td>
<td>R: Narrative-Predicting Strategies</td>
<td>VVM, Ch. 2</td>
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<tr>
<td></td>
<td>T: Blogs</td>
<td>RM, Ch. 2</td>
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<td>PBL: The Process</td>
<td>Larmer, Ch. 2</td>
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<tr>
<td>2/9</td>
<td>R: Expository-Schema</td>
<td>VVM, Ch. 3</td>
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<tr>
<td></td>
<td>T: Wikis</td>
<td>RM, Ch. 3</td>
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<tr>
<td></td>
<td>PBL: Driving Questions</td>
<td>Larmer, Ch. 3</td>
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<tr>
<td>2/16</td>
<td>R: Readability</td>
<td>VVM, Ch. 4</td>
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<tr>
<td></td>
<td>T: Personal Learning Network</td>
<td>RM, Ch. 4</td>
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<tr>
<td></td>
<td>PBL: Driving Questions</td>
<td>Larmer, Ch. 4</td>
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<tr>
<td>2/23</td>
<td>R: Word Identification</td>
<td>VVM, Ch. 5</td>
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<td>T: Personal Learning Network</td>
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<td>PBL: Common Core</td>
<td>Larmer, Ch. 5</td>
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<tr>
<td>3/2</td>
<td>R: Literature Circles</td>
<td>VVM, Ch. 6</td>
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<td></td>
<td>T: Presentation Tools</td>
<td>RM, Ch. 6</td>
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<td></td>
<td>PBL: Research Process</td>
<td>Larmer, Ch. 7</td>
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<td>3/9</td>
<td>NO CLASS – Week of Spring Break</td>
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<tr>
<td>3/16</td>
<td>R: Language Experience</td>
<td>VVM, Ch. 7</td>
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<td>T: Presentation Tools</td>
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<td></td>
<td>PBL: Collaboration Tools</td>
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<tr>
<td>3/23</td>
<td>R: Reciprocal Teaching</td>
<td>VVM, Ch. 8</td>
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<td>T: Communication Tools</td>
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<td></td>
<td>PBL: Skype/Facetime</td>
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<tr>
<td>3/30</td>
<td>R: Double Entry Journal</td>
<td>VVM, Ch. 9</td>
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<td>PBL: Conferences</td>
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<td>4/6</td>
<td>R: Reading History</td>
<td>VVM, Ch. 10</td>
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<td>PBL: Diversity</td>
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<td>4/13</td>
<td>R: STEAM</td>
<td>VVM, Ch. 11</td>
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<td>T: Collaboration Tools</td>
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<tr>
<td></td>
<td>PBL: Diversity</td>
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</tbody>
</table>
Field-Based Experience:  Project Based Learning

The purpose of this project is to develop a Project Based Learning Unit. It will integrate schema theory, technology and differentiation. See the rubric for further information. The following IRA Professional Standards are incorporated into the design of the Content Area Literacy Project: 1.1, 2.1, 2.2, 2.3, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1.

5. REQUIREMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Theory Metaphor</td>
<td>2/16</td>
<td>20 (10-30)</td>
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<tr>
<td>PBL Unit</td>
<td>5/4</td>
<td>40</td>
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<tr>
<td>Blogs</td>
<td>5/4</td>
<td>10 (5-15)</td>
</tr>
<tr>
<td>Preliminary Strategies</td>
<td>4/27</td>
<td>20 (10-30)</td>
</tr>
<tr>
<td>Diversity Paper</td>
<td>4/20</td>
<td>10 (10-20)</td>
</tr>
</tbody>
</table>

6. RIC POLICIES

- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.
- Students’ assignments may be duplicated and utilized anonymously for the Department’s program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.

Explanation of Assignments

1. Write a paper on reading that illustrates the interactive theory. See rubric “Theory Metaphor.”
2. Complete a “School Based Inquiry” unit and report in writing on the experience. Report the results by means of a multi-media tool such as PowerPoint or Photo Story. See rubric “School Based Inquiry” for complete requirements.

3. Complete 13 blog entries. The first 8 should be responses to one of the assigned readings. The final 5 should deal with the Diversity project.

4. Conduct and report on a preliminary strategies paper. See rubric “Preliminary Strategies Rubric” for complete requirements.

5. Complete a Diversity paper and provide a group presentation.