



MISSISSIPPI STATE UNIVERSITY™

COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education Course Syllabus

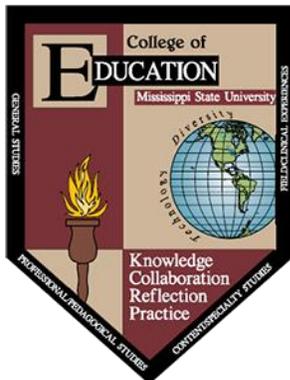
RDG 3513 Developing Reading Strategies in the Secondary School Content Areas

Credit Hours: Three (3) credit hours

Method of Instruction: C = Lecture

Catalog Description: (Prerequisite: Admission to Teacher Education). Basic theories and techniques needed by content area teachers for teaching reading to secondary school students.

College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>

Course Objectives

The student will:

1. Identify and understand the meaning of reading and literacy and the role of the secondary teacher in providing reading instruction. (CFPO #2, 3; INTASC #1, 2, 3)
2. Develop skills in employing assessment for instruction for secondary literacy learners. (CFPO #4; INTASC #8; CRT 13)
3. Develop and demonstrate skills in matching content area classroom materials to students' reading skills. (CFPO #3, 10; INTASC #1, 4; CRT 11.1)
4. Develop skills in teaching vocabulary, comprehension, and research skills adapting to the diverse needs of students. (CFPO #3, 8; INTASC #3; CRT 10.1)
5. Integrate multicultural literature and related activities appropriate to address diversity into the content areas. (CFPO #6; INTASC# 3; CRT 1.1)
6. Understand and adapt content area materials and organizational approaches to teaching reading for the reading needs of students. (CFPO #5, 6, 10; INTASC #4, 5, 6)
7. Develop their skills in creating and implementing reading/content area lessons to the needs of secondary school-aged students. (CFPO #10; INTASC #2, 7)

8. Develop the knowledge of instruction through various means of technology. (CFPO #7; INTASC #3)

Detailed Course Outline/Topics Covered in the Course

1. Defining the reading process and the role of the secondary school teacher
 - a. Understanding the nature of reading
 - b. Understanding the purpose of the content areas
 - c. Understanding the interrelationship of the language arts skills
 - d. Applying perceptual, conceptual, and skills-based models of reading to secondary school-aged students
2. Methods of appraisal of secondary students' needs
 - a. Understanding the types of standardized and informal tests
 - b. Understanding the construction of informal tests
 - c. Assessing student achievement using school records
 - d. Appraising student performance using observation and interview techniques
 - e. Observing and planning students' daily study schedules
3. Matching students' reading needs to classroom materials
 - a. Identifying reading ability
 - b. Identifying reading problems with textbooks
4. Identifying the vocabulary skills needed by secondary school-aged students
 - a. Selecting appropriate vocabulary words
 - b. Teaching vocabulary skills relative to concept development
 - c. Analyzing vocabulary pattern in content area textbooks and resource materials.
5. Organization and utilization of lesson plans
6. Conceptualization of subject matter reading materials
 - a. Understanding levels of reading comprehension
 - b. Developing questioning strategies
 - c. Understanding frequent difficulties students have in comprehension
 - d. Categorizing and classifying comprehension questions
7. Application of reading strategies to each content area
 - a. Identifying reading strategies for below average, average, and gifted readers
 - b. Planning reading strategies and study skills relative to the nature of the content area and instructional materials
 - c. Identifying reading skills required for using a variety of reference and supplementary materials
8. Developing content area directed reading-thinking activities
 - a. Applying reading skills to English classes
 - b. Applying reading skills to social studies classes
 - c. Applying reading skills to math classes
 - d. Applying reading skills to science, foreign languages, and speech education
9. Investigating and integrating multicultural literature
10. The complete high school reading program
 - a. Organizing the program
 - b. Understanding the basic procedure for implementation
 - c. Implementing individual practices
 - d. Creating criteria for evaluating secondary programs

Text(s)/Course Materials

Vacca, R.T., Vacca, J.A., & Mraz, M. (2017). *Content area reading: Literacy and learning across the curriculum*, (12th ed). Boston, MA: Pearson Education, Inc.

Description of Instruction

Lecture. Instructional strategies include large group lectures and discussions; small group discussions and assignments utilizing electronic sources and multi-media; self-directed assignments including oral presentations, reflection activities and teaching activities.

Mississippi State University Honor Code

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: <http://students.msstate.edu/honorcode>.

Technology

Candidates will be required to use technology to meet assignment requirements. Technology will be used through *Watermark* (a course website), Canvas, and Microsoft productivity software (Word, PowerPoint, etc.). Candidates are expected to have necessary technology skills to efficiently and effectively use these technological resources.

Diversity

As the objectives and topics presented previously indicate, diversity will be addressed throughout the course in relation to lectures, assigned readings, and discussions.

Accommodations for Students with Disabilities

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335.

<http://www.sss.msstate.edu>.

Field Component

This course does not include a field experience.

Evaluation of Student Progress

Assessment/Activity	Points/Percentage of Final Grade
<i>Internet Sites (Course Objective #8)</i> Each student will research the Internet and identify	“Ten Useful Websites” (30 possible points)

<p>ten exceptional sites to be used in instruction. The list should be fully annotated with a description of how each website can be used in the classroom for vocabulary development and reading instruction. These should be specific ideas, not general, and each idea should be specifically related to the student's content area. Students must be prepared to demonstrate the benefits of his or her favorite sites during class.</p>	
<p><i>Article Critiques (Course Objective #1)</i> Each student will locate one or two interesting and informative articles concerning reading strategies or reading issues in his or her content area from peer-reviewed professional journals. These articles should be from journals, NOT from online news sources. Critiques should include a one-page summary of each article and a personal reaction to the article— specifically how the student can use the information in his or her classroom. For example, was the article thorough enough to apply? Supply the instructor with a copy of each article along with the critique. Be prepared to give the class an overview of the article during class discussion. Critiques will be evaluated on the appropriateness to content area reading, source, written critique, and adherence to the assignment. Stay within a five-year period for current information. Use APA format.</p>	<p>Article Critique (20 possible points)</p>
<p><i>Theory to Practice Presentations (Course Objective #1, 3, 5, 6, 7)</i> Each student will present to the class one specific reading strategy in the appropriate content area. Each presentation must be presented to the class using a multimedia format. All strategies used will be discussed by the class at the closing of the presentation. Presentations should involve 100% participation from your colleagues. Handouts to support your information are advised; please feel free to expand on the technique according to personal philosophies and experiences. Suggestions for strategy use in other content areas and levels should be part of the presentation. Professional dress required for presentation.</p>	<p>Theory to Practice Presentation (30 possible points)</p>
<p><i>Case Studies (Course Objective #1, 2, 3, 4, 5)</i> Each student may be assigned one or more case studies from the appropriate level and content area. A detailed plan for instructional strategies, as well as</p>	

materials devised to help the learner will be included in the information. The purpose of this case study experience is to gain a deeper understanding of the complete/total teaching experience and the importance of using various reading strategies to meet the needs of each individual learner.	
<i>WebQuests (Course Objective #1, 3, 8)</i> Each student will be required to design and demonstrate a fully developed WebQuest appropriate to his or her content area and instructional level.	WebQuest (30 possible points)

Grading Scale

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or below

Attendance Policy

In accordance with university policy (AOP 12.09), students are expected to attend all classes. AOP 12.09 also defines what is an excused absence. When an absence from class is essential, the student must inform the instructor in writing and provide appropriate documentation by way of a doctor's note or other documentation as close to the missed class as possible. Only assignments missed from excused absences will be accepted.

Title IX Policy

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from discrimination based on sexual orientation, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, and at <http://students.msstate.edu/sexualmisconduct/>.

University Safety Statement

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Mississippi Educator Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of

students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf.

The Mississippi Code of Ethics is addressed in the course through class discussions and simulated scenarios created for the purpose of introducing teacher candidates to the challenges of classroom teaching.

Mississippi College and Career-Ready Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

Candidates develop a deep understanding of the critical concepts, principles, and practices of their field and are able to use practices to advance the learning of all students toward college and career readiness standards through class assignments, discussion, and practice applying career readiness standards during their field experiences.

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