

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION
COURSE SYLLABUS

Instructor:

Email:

Course Prefix & Number: RDG 8653

Course Title: Teaching Reading in the Secondary Schools

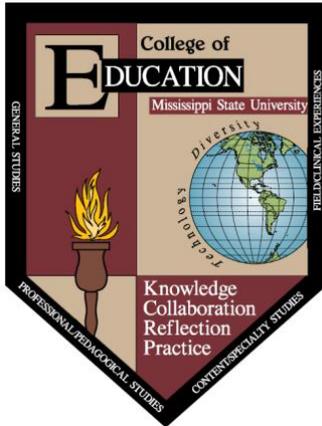
Credit Hours: Three (3) semester hours

Type of Course: Lecture

Catalogue Description: A study of reading problems of middle and upper level students. A study of the technology, materials, and methods used in developmental reading for secondary students.

Office Hours/Availability:

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 superior 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 are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.

3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

Learners in the course will:

1. Identify and understand reading/learning theories that directly affect the secondary school curriculum. (CFPO #1, 4, 5; InTASC #4, 5)
2. Use and analyze results of formal and informal reading evaluation procedures as they relate to secondary school subject matter areas. (CFPO #2; InTASC #4, 6)
3. Examine and reflect upon beliefs, assumptions, and biases about reading in the content areas at the secondary level. (CFPO #1, 3; InTASC #4)
4. Possess a variety of vocabulary, comprehension, and study skills strategies that help secondary students read with greater understanding of content area materials and the knowledge to implement them. (CFPO #1, 2; InTASC #2, 8)
5. Translate new strategies into classroom practice through collaboration with other professionals. (CFPO #4, 5; InTASC #5, 7)
6. Analyze the various organizational approaches to teaching reading in the secondary school. (CFPO #2, 4; InTASC #5)
7. Identify, develop, and adapt specific learning activities for a variety of secondary readers. (CFPO #2, 3; InTASC #1, 2, 3)
8. Understand a variety of forces which affect secondary reading achievement, including culture, language/dialect background, and socioeconomic factors on reading achievement at the secondary level. (CFPO #3; InTASC #1, 2, 3)
9. Adapting to meet the needs of a culturally/ethnically diverse student body. (CFPO #3; InTASC #1, 9, 10)
10. Access and integrate into planning and instruction information from online resources. (CFPO #4, 5; InTASC #2, 7, 8)

Topics:

1. The nature of the reading process, connections between reading and writing. (4 hours)
2. Adolescents as learners, readers, writers, people. (4 hours)
3. Assessing secondary learners' literacy, including formative, summative, formal and informal assessment tools and materials; interpreting assessment results. (3 hours)
4. Integrating the language arts across curriculums in secondary classrooms to meet standards and the Common Core State Standards initiative (3 hours)
5. Planning and organizing for literacy instruction in the content area classroom. (2 hours)
6. Teaching reading comprehension skills and strategies in the middle and secondary school classroom including improving reading fluency. (3 hours)
7. Developing knowledge of vocabulary and word-analysis. (2 hours)
8. Motivation, interest, and engagement. (2 hours)
9. Organizing the secondary classroom for engaging literacy and content area learning. (3 hours)
10. Writing in the content areas, writing to learn, writing to increase literacy skills. (2 hours)
11. Selecting and evaluating reading materials, including textbooks, trade books, narrative and expository texts, multimedia texts, etc. (2 hours)
12. Teaching guided content area lessons in various fields. (3 hours)
13. In-service training for content area teachers. (2 hours)
14. Collaborating with families to support learners' reading achievement. (2 hours)
15. Collaborating with school and community professionals to support reader's literacy achievement. (2 hours)
16. Analysis of commercial materials for content area literacy and secondary literacy skills and strategy instruction. (2 hours)
17. Reflection on existing teaching practices. (2 hours)

Text:

Ruddell, M.R. Teaching content reading & writing. (latest Ed.) New York: John Wiley & Sons, Inc.

Methods of Instruction:

Methods include online assignments, presentations, outside reading, projects, and papers.

Suggested Student Activities:

1. WebQuest (Course Objective #5, 10)
2. Weekly activities, responses, discussion postings, readings, etc. (Course Objective #1, 2, 3, 4, 6, 8, 10)
3. B-D-A lesson plan (Course Objective #2, 4)
4. Mid-term and/or final tests or projects, module quizzes (Course Objective #3)

Tips for Online Success and Class Policies:

If this is your first online course, please be aware that one main difference will be that

you—the student—will have more responsibility in the learning process. The following tips will help you be successful:

1. Technical Problems—Contact the Mississippi State helpdesk for any computer or technical problems at 662.325.9219 or helpdesk@msstate.edu. Do not email or call your instructor! No claim for technical problems will be honored without verification of this contact. See #5!
2. Access the course daily. New announcements and email will be evident when you log on. This is **not** a self-paced course, so please be aware of due dates and deadlines.
3. Email your instructor using the class name (RDG 8653) in the subject line. Otherwise, email may be deleted. Give your instructor a reasonable amount of time to respond, then if she/he doesn't reply, email again.
4. Check your syllabus and calendar frequently so that you are aware of assignments, requirements, and due dates.
5. Do NOT wait until the last minute to upload assignments. Give yourself time to have technology problems and solve them BEFORE the due date. Assignments should be attached or sent in simple Word files. There is no need to zip or alter them. If a file cannot be opened, the assignment will be considered not turned in, so this is another reason to work ahead of schedule to make certain there are no technology problems because late assignments will not be accepted. Please do not ask for an exception to this or request extra credit work.
6. Only you know your schedule and when you work/think best. Manage your time to avoid time pressure and distractions that may impede your success.
7. Remember your audience when posting on the discussion boards or through email. Be polite and remember the rules of netiquette and grammar.
8. Participate! Get to know the website for your course and all it has to offer. It is never an acceptable excuse to claim that you couldn't find something available to you.
9. Keep track of your grades in the grades section, and send questions early in the semester if there are discrepancies or they may not be resolved easily.
10. Links in assignments may be broken due to the nature of the internet! Please let me know if you find one that does not work or has been hijacked. Also, let me know if you have suggested sites to replace the broken link.

MSU Honor Code:

Mississippi State University has an approved Honor Code that applies to all students. The

Code is as follows:

“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. 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>

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 sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex 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 mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>.

Students with Disabilities:

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The Department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

Field Component:

No field component is required.

Online Resources:

ReadWriteThink – This website contains classroom resources for all grades that help teachers teacher reading and writing: www.readwritethink.org

National Council of Teachers of English – This website is the professional website for teachers of English, literacy, and language arts. This website also contains professional resources for

teachers: www.ncte.org

American Library Association – This website is the professional website for librarians. It also offers professional development opportunities and resources: www.ala.org

International Reading Association – This website is the professional website for reading teachers. It also contains classroom resources and professional resources for teachers: www.reading.org

Evaluation of Progress:

10-12 weekly assignments including: discussion postings, article critiques, reading strategies, essays, etc. Each assignment will earn points ranging from 5 to 15 points each for a total of: 125 Points

WebQuest	25 Points
B-D-A	25 Points
Final test or project	100 Points
Quizzes	100 Points

Grading Scale:

A=90 & above	337-375
B=80-89	300-336
C=70-79	262-299
D=60-78	225-261
F= below 60	224 & below

The syllabus, assignments, and/or point values may change if needed. You will be notified when/if changes occur.

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Pitcher, S. M., Martinez, G., Dicembre, E. A., Fewster, D., & McCormick, M. K. (2010). The literacy needs of adolescents in their own words. *Journal of Adolescent & Adult Literacy*, (53)8, 636-645.

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