

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
School of Education
Curriculum & Instruction

COURSE SYLLABUS – Fall 2006

Course Prefix and Number: CUI 470-02 (Thursdays 1:00 – 2:50), Curry 238

Course Title: Teaching Reading in the Content Areas (Reading Education for Secondary and Special Subject Teachers)

Credits: 2

Instructor: Roya Qualls Leiphart
335 - A Curry Building
(336) 334-3453 (office)
rleipha@uncg.edu (best way to reach me)
Office hours: Wednesdays & Thursdays 3:00 – 4:00 and by appointment

Americans with Disabilities Act (ADA) compliance: UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on disabilities must be registered with the Office of Disability Services, located at 208 Elliott University Center, phone 336-334-5440 V/TTY.

Texts: Articles will be used from professional journals. They will be available on Blackboard. Book Club choices will include the following titles and you will select one:

- Harvey, S. (1998). *Nonfiction matters: Reading, Writing, and Research in Grades 3-8*. Portland, ME: Stenhouse.
- Keene, E.O., & Zimmerman, S. (1997). *Mosaic of thought: Teaching comprehension in a reader's workshop*. Portsmouth, NH: Heinemann.
- Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse.
- Tovani, C. (2004). *Do I really have to teach reading?: Content comprehension, grades 6-12*. Portland, ME: Stenhouse.
- Worthy, J., Broaddus, K., & Ivey, M.G. (2001). *Pathways to independence: Reading, writing, & learning in grades 3-8*. New York, NY: Guilford Press.

Course Description: This course will prepare secondary and special subject teachers to teach students who exhibit a variety of reading abilities. It will help content area teachers discover ways to overcome the barrier that reading can sometimes create between their subject matter and students' comprehension. It will help special subject teachers discover ways of using reading as a resource with their students. Emphasis is placed on teaching practices that can be generalized to a variety of instructional settings. This course is not a methods course for individual subject areas, nor is it a course in the teaching of remedial reading. CUI 470 meets a DPI requirement for NC teacher certification.

Major questions to be addressed in this course:

1. How can I make a positive difference in the general literacy development of my students?

2. How can I make a positive difference in the content literacy development of my students?
3. How can I help my students overcome barriers to learning that reading sometimes presents?
4. How can I show my students that reading is a resource that helps us relate to the world around us?
5. How can I involve my students in authentic, ongoing assessment of their developing understanding of reading?

Course Goals:

- Students will develop an understanding of the need for reading instruction in all content areas.
- Students will develop a conceptual framework for addressing the issue of literacy development, for integrating the teaching of reading into content instruction and for using reading as a creative resource in the special subject areas.
- Students will analyze current reading theory and related teaching strategies in their own content or special subject areas.
- Students will demonstrate the connection between theory and practice through the development of teaching plans and strategies.
- Students will synthesize their understanding of the theoretical foundations for content area reading instruction and of the importance of assessment and accommodation in planning instruction.

Attendance and Class Participation: Attendance is an essential requirement of this course and is the responsibility of the student. You are expected to attend every class and be prepared to actively contribute to class discussion. According to the attendance policy adopted by the Department of Curriculum and Instruction, absences and lateness will affect your final grade. **Two** absences will lower your grade a **full** letter grade. If you miss **four** or more classes you will earn a failing grade. Tardiness or leaving class early will also impact your final letter grade – so plan doctor visits, etc. after class! Three instances where you are late to class or leave early will count as one absence. Please be prepared for every class; come to class on time having completed and reflected on the readings and other assignments. Please monitor your participation in our class so that you participate actively without dominating the discussions. **Cell phones must be turned off during class.**

Criteria for Evaluation: Final grades will be based on the instructor’s professional judgment regarding the student’s teaching potential generally and completion of each of the above course objectives specifically. In addition, grading decisions will include instructor judgments regarding professional behavior, speaking and writing ability, potential for being a thoughtfully adaptive user of professional knowledge, curiosity about how to improve, ability with children, and collaboration with other professionals.

The University Grading Scale:

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79

C 73-76
C- 70-72

PLEASE NOTE:

Grades in this class are a product of your progress and ingenuity. It is essential that you demonstrate your growth this term through **attendance**, participation, professionalism and reflective practice, work in class assignments, projects and exams. I take the evaluation and grading of your work very seriously, and I know that you work very hard to do your best in your courses. While it may take me a little longer to read your work and return it to you, I write many comments on papers and read exams more than once before assigning a grade to them.

Class policies and Regulations:

Assignments: All assignments must be word-processed, doubled spaced, 12-point font and spell checked. Cite references where applicable. Any assignments submitted electronically must be saved as .doc or .rtf files.

Late assignments: Late assignments will not receive full credit (can only receive 50%) and **some will not be accepted at all**. Anticipate absences and arrange to turn in assignments before the deadline or electronically. Of course there are some events in life we cannot predict nor dictate that may cause delay in work products. I will take this into consideration on an individual basis.

Ground rules for discussions and assignments: Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing my discussion expectations so we may refer directly to them if the situation arises.

1. Respect

- We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
- When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved.
- Show courtesy.

2. Comfort

- Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
- I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
- No question is stupid! We all learn at different paces and by asking questions.

3. Honesty

- You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
- All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation.

- World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.
- Academic Honesty Statement
- Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.
- Plagiarism is wholly unacceptable, and for the purposes of this course is defined as using in part or in whole any material written or designed by someone other than the student, unless specific credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet and/or provided by classroom teachers, or found in any form of publication (e.g., books, magazines, Internet sites), book descriptions/reviews, course work done by previous students (or any other current or UNCG). Appropriate citation of resources is required.

4. In interpreting others' comments, we should be fair-minded and understanding.

Assignments/Projects:

1) Book List: Develop a list of 10 trade books (picture books and/or chapter books) complete with titles, authors, and 2-3 sentence summaries that could be used to enhance understanding of major concepts, skills, styles/movements, people, specific works, and time periods important to your area of expertise. Your list should reflect diversity within your classroom, American culture, and your art/sport/area of expertise. Your list must include authors and/or central characters representing the following groups: African American males, African American females, Hispanic males, and Hispanic females. Feel free to include more ethnic groups as well. Your list should be appropriate for a wide range of readers, from struggling to proficient. Sophisticated picture books are acceptable.

2) Book Club & Presentation: You will participate in a book club with a group of your peers. Class time will be provided for book club meetings and the development of the presentation. You must be present in order to receive credit for this assignment. Choose a professional book from the text listing at the beginning of the syllabus and read/discuss it with your book club. Develop a 10-15 minute presentation during which you will:

- a) suggest ways in which the book can be used to illustrate/strengthen reading comprehension strategies
- b) suggest activities for integrating the book into various content areas concentrating on the areas represented in your group

3) Journal Club: You will explore reading topics from professional journals in small groups. Prior to class you will read the article(s) and type your responses on the journal club critical reflection form. As you discuss your ideas and talking points in your journal club groups, you will write notes to add to your thoughts/talking points. You will turn these forms in at the end of class.

4) Final Exam: Write a one-page paper reflecting your philosophy of reading instruction for middle and high school students. Include issues/topics discussed in this course.

TENTATIVE COURSE SCHEDULE ***** Dates and assignments are subject to change

Date	Activity
Aug. 17	Syllabus Select a book for book club Why do we read?
Aug. 24	Journal Club: Critical Literacy
Aug. 31	Journal Club: Reading Coaches
Sept. 7	Journal Club: Online Comprehension Book Club
Sept. 14	Journal Club Book Club
Sept. 21	Journal Club Book Club
Sept. 28	Journal Club Book Club
Oct. 5	Journal Club Book Club
Oct. 12	Journal Club Book Club
Oct. 19	Journal Club Book Club
Oct. 26	Journal Club Book Club
Nov. 2	Book Club Presentations
Nov. 9	Book Club Presentations
Nov. 16	Book Club Presentations
Nov. 30	No class - NRC
Dec. 7	Final Exam due to my office by 3:00 p.m.