On-Campus Course Syllabus
REA 314, L00.A
Content Area Reading Instruction
Spring 2019

Class Information
Day and Time: Thursdays; 8:00 to 10:30
Room Number: E 202

Contact Information
Instructor Name: Dr. Vickie S. Brown
Instructor Email: vbrown@criswell.edu
Instructor Phone: 214.818.1341
Instructor Office Hours: Mondays: 9:00 to 3:00; Tuesdays: 9:00 to 10:30; Thursdays: By Appointment

Course Description and Prerequisites
Emphasis is placed on literacy instruction, assessment of all learners, and strategies for instruction using textbooks. Particular emphasis is placed upon literacy standards (Texas Essential Knowledge and Skills {TEKS}) in the EC-6th grade core disciplines of English Language Arts, Math, Science, and Social Studies.
 (**Prerequisite: REA 312)**

Course Objectives
1. Identify the unique characteristics of a 4th-6th grade literate environment.
2. Practice research-based teaching strategies for increasing word analysis, fluency, vocabulary, and comprehension in content specific reading.
3. Design lesson plans that integrate reading and writing into all content instruction.
4. Analyze content textbooks for readability levels and design various modifications in order to meet the instructional needs of diverse learners.
5. Develop a program for the enhancement of students' study skills in the 4th-6th grade setting.
6. Investigate various technologies used to support reading instruction in the 4th-6th grade classroom.
7. Discuss the trends and terminology associated with reading assessment for 4th-6th grade students.

Required Textbooks
Gunning, Thomas. *Creating Literacy Instruction for All Students.* Allyn & Bacon, Boston, MA.
    7th Ed. 2010. ISBN 0138140820

Course Requirements and Assignments

This course requires a minimum of NINE (9) clock hours of on-site teaching sessions during a Field Experience.

Late Work Class Policy: Work is due at the beginning of class on the date designated unless otherwise stated by the professor. Late work will not be accepted.

1. **Woodcock Practice:** You will administer and score a Woodcock Reading Inventory to a child between the ages of 9 and 12. The testing materials will be provided by the instructor. You are to score the testing and then write a 2 page analysis of the results. You must include a minimum of 5 Recommendations for Reading/Writing improvement based on the child's reading assessment.
DUE: 2/7/2019   POINTS: 10 points

2. **Textbook Readability Analysis:** You will select a content area textbook appropriate for students in 4th-6th grade. Using the assigned analysis tool, you will determine the readability level of the text. This analysis is to be typed upon submission. This is the first project in a series of assignments that will pertain to this textbook. You will present your findings to your peers on the assigned class day.
DUE: 2/14/2019   POINTS: 5 points each

3. **Background Knowledge:** You will design 10 activities that will build background knowledge on your chosen topic from the content area textbook. These are to follow the assigned activity model. **You will incorporate at least one of these activities into a lesson plan to be used in one of your on-site teaching sessions.**
DUE: 2/21/2019   POINTS: 15 points each

4. **Textbook Lesson Plan:** You will write a lesson plan for a specific topic using the content area textbook from the previous assignment. The plan must include reading and writing strategies that support 4th-6th grade learners**. You will use this lesson plan during one of your on-site teaching sessions.**
DUE: 2/28/2019   POINTS: 5 points each

5-7. **Reader Modifications:** You will plan three (3) lessons that modify the use of your content area textbook used in the previous assignment. Selecting a specific topic in the textbook, you will create a lesson plan for a Second Language Learner, a Learning Differenced (Dyslexic) Learner, and a Gifted Learner**. You will use each of these plans during your on-site teaching sessions.**
DUE: 3/7 to 3/28/2019   POINTS: 5 points/15 points total

8. **Vocabulary Game:** You will create a game which teaches vocabulary found in your content area textbook. This game is to be of professional quality and developmentally appropriate for 4th-6th grade students**. You will use your vocabulary game during one of your on-site teaching sessions.**
DUE: 4/4/2019   POINTS: 5 points

9. Graphic Organizer: You will create a Graphic Organizer for use with your selected content area textbook that is appropriate for 4th-6th students. **This "graphic" is to be used during one of your on-site teaching sessions.** The organizer is to be **original** and of a professional quality that is developmentally appropriate for 4th-6th grade students.
DUE: 4/11/2019   **POINTS: 5 points**

10-13. Writing Response: You will select a topic from your content area textbook and create four (4) hands-on and student-centered reading/writing response activity lesson plans. You are to plan one activity for each of the skills of: **vocabulary, comprehension, expository writing, and study strategies. These are to be used during your on-site teaching sessions**.
DUE: 4/18 to 5/09/2019   **POINTS: 5 points/20 points total**

14. Final Reading Portfolio: : In this portfolio you will include your 9 journal entries from the Field Experience teaching, the scored practice Woodcock testing with recommendations, the Readability Analysis from your selected textbook, the 9 formal lesson plans from your onsite teaching sessions, and a two page professional self-assessment of your growth as a Reading teacher. **You will discuss your learning experiences during the final class.**
DUE: 5/16/2019   **POINTS: 20 point**

Assignment	Due Date	Point Value
Woodcock Assessment	2/7/2019	10
Textbook Readability	2/14/2019	5
Background Knowledge Activities/Plan	2/21/2019	15
Textbook Lesson Plan	2/28/2019	5
Modified Lesson: ESL	3/7/2019	5
Modified Lesson: LD	3/21/2019	5
Modified Lesson: GT	3/28/2019	5
Vocabulary Game	4/4/2019	5
Graphic Organizer	4/11/2019	5
Lesson: Vocabulary	4/18/2019	5
Lesson: Comprehension	4/25/2019	5
Lesson: Expository Writing	5/2/2019	5
Lesson: Study Skills	5/9/2019	5
Final Reading Portfolio	5/16/2019	20
TOTAL		100 Points

Course/Classroom Policies and Information

Pedagogy and Professional Responsibilities EC–12 Standard I
The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Pedagogy and Professional Responsibilities EC–12 Standard II
The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

Pedagogy and Professional Responsibilities EC–12 Standard III
The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

Pedagogy and Professional Responsibilities EC–12 Standard IV
The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Technology Applications Standard I
All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

Technology Applications Standard II
All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.

Technology Applications Standard III
All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Technology Applications Standard IV
All teachers communicate information in different formats and for diverse audiences.

Technology Applications Standard V
All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills(TEKS) into the curriculum.

Core Subjects EC-6 Standards:
English Language Arts and Reading EC–6 Standard VII
Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension.

English Language Arts and Reading EC–6 Standard X
Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

English Language Arts and Reading EC–6 Standard XI

Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.
English Language Arts and Reading EC–6 Standard XII
Viewing and Representing: Teachers understand how to interpret, analyze, evaluate and produce.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting.

Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:
- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at bstifle@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting

the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at jcampbell@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due
1/24/2019	Syllabus Explanation	Ch. 11	
1/31/2019	Approaches to Teaching Reading	Ch. 2	
2/7/2019	Literacy for All	Ch. 6	Woodcock Practice
2/14/2019	Building Vocabulary		Textbook Readability
2/21/2019	Building Vocabulary	Ch. 7	Background Knowledge Activities
			Background Knowledge Lesson Plan
2/28/2019	Comprehension Theory		Textbook Lesson Plan
3/7/2019	Comprehension Theory	Ch. 8	ELL Lesson Plan
3/14/2019	**Spring Break**		
3/21/2019	Comprehension Structure & Teaching		Dyslexia Lesson Plan
3/28/2019	Comprehension Structure & Teaching		Gifted Learner Lesson Plan
4/4/2019	Comprehension Structure & Teaching	Ch. 10	Vocabulary Game
4/11/2019	Reading Literature	Ch. 12	Graphic Organizer
4/18/2019	Writing & Reading		Vocabulary Writing Response Plan

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4/25/2019	Writing & Reading	Ch. 9	Comprehension Writing Response Plan
5/2/2019	Reading & Writing in Content Areas		Expository Writing Response Plan
5/9/2019	Reading & Writing in Content Areas		Study Strategies Writing Response Plan
5/16/2019	Final Reading Portfolio Presentation		

Selected Bibliography

Brozo & Puckett., *Supporting Content Area Literacy with Technology: Meeting the Needs of Diverse Learners*, 1/E, Pearson Publishing, New York, NY, 2008. ISBN-10: 0205511856

Frey & Fisher., *Reading for Information in Elementary School: Content Literacy Strategies to Build Comprehension*, 1/E, Pearson Publishing, New York, NY, 2006. ISBN-10: 0131707493

Pike & Mumper., *Making Nonfiction and Other Informational Texts Come Alive: A Practical Approach to Reading*, *Writing, and Using Nonfiction and Other Informational Texts Across the Curriculum,* 1/E, Pearson Publishing, New York, NY, 2003. ISBN-10: 0205366090

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