

SEED 4105: READING AND LITERACY IN THE CONTENT AREAS (2 cr)
8:00-11:30AM Mondays, IH 202
FALL 2015

Instructor:

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Office Hours:

Mondays 12:00-2:00 PM, Tuesdays after seminar, and Fridays 9:00-11:00 AM, as well as by appointment. I will also occasionally be available Thursday afternoons. Sign up for an appointment slot on my [calendar](#). If office hours do not work for you, look at my calendar to see when I am free and email me for an appointment.

Required Texts:

- Lattimer, H. (2010). *Reading for Learning: Discipline-Based Texts to Build Content Knowledge*. Urbana, IL: NCTE.
- *What Content-Area Teachers Should Know about Adolescent Literacy*, report of the National Institute for Literacy. Available at http://lincs.ed.gov/publications/pdf/adolescent_literacy07.pdf

Additional Resources:

Catalog and program information can be found on the secondary education homepage (<http://www.morris.umn.edu/academic/education/seed/seed.html>). Other educational resources such as lesson planning sites and professional organizations can be found on Michelle Page's homepage (<http://personal.morris.umn.edu/~pagem>). Additionally, the course Moodle site contains all handouts and other resources for the course. Log in at <https://ay15.moodle.umn.edu>

Course Description and Objectives:

This course is designed to address state standards and legislation in the area of content reading and literacy. As such, this course will engage students in activities centered on topics such as literacy programs and practices, phonics, vocabulary, reading comprehension strategies, and cognitive foundations of literacy. Students will practice literacy strategies for their content areas, expand their knowledge base related to literacy, and both learn about and fulfill expectations regarding ethical and professional behavior throughout this course and the entire secondary education program.

In addition, activities in this course contribute to candidates' growth in knowledge and skill as related to the following UMM Student Learning Outcomes:

1. Knowledge of Human Cultures and the Physical and Natural World through:

- In-depth study in a particular field: its schools of thought, advanced theories, language, and methods of inquiry, as we learn about language systems and language comprehension in various disciplines

2. Intellectual and Practical Skills, practiced extensively across students' college experiences, including:

- Inquiry and analysis as we explore how to help students in multiple disciplines read more effectively, analyze texts, and consider interventions

- Critical thinking and problem-solving as we develop strategies for boosting literacy skills
 - Creative thinking and artistic expression as we express understanding in various ways and discover and create imaginative texts
 - Collaboration as we work in teams to model and analyze literacy learning strategies
3. *An Understanding of the Roles of Individuals in Society, through active involvement with diverse communities and challenges, including:*
- Intercultural knowledge and competence as we consider the role that culture plays in print understanding
4. *Capacity for Integrative Learning, including:*
- Application of knowledge, skills, and responsibilities to new settings and progressively more complex problems as we learn and apply strategies to assist struggling readers
 - Skills for sustained learning and personal development as we seek out engaging texts that help us as well as our students become life-long learners and enjoyers of reading

Student Support:

Students with Disabilities:

The University of Minnesota Morris is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, sensory, or physical), please contact DRC at 240 Briggs Library or call [320-589-6178](tel:320-589-6178) to arrange a confidential discussion regarding equitable access and reasonable accommodations. Additional information is available at the DS web site at www.morris.umn.edu/services/dsoaac/dso.

Mental Health:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu.

Additional Resources:

If you have any special needs or requirements to help you succeed in the class, come and talk to me as soon as possible, or visit the appropriate University service. Some resources include:

[The Academic Assistance Center](http://www.morris.umn.edu/services/dsoaac/aac/) www.morris.umn.edu/services/dsoaac/aac/

[Student Counseling](http://www.morris.umn.edu/services/counseling/) www.morris.umn.edu/services/counseling/

[Disability Services](http://www.morris.umn.edu/services/dsoaac/dso) www.morris.umn.edu/services/dsoaac/dso

[Multi-Ethnic Student Program](http://www.morris.umn.edu/services/msp/) www.morris.umn.edu/services/msp/

Course Standards:

This course addresses Minnesota state statutes on reading:

Minnesota Statutes 2002, revised 2005, Chapter 122A.18 Subd. 2a. Reading strategies. (a) All colleges and universities approved by the Board of Teaching to prepare persons for classroom teacher licensure must include in their teacher preparation programs research-based best practices in reading, consistent with section 122A.06, subdivision 4, that enable the licensure candidate to know how to teach reading in the candidate's content areas.**

**2005 MN 122A.06 subd 4: Definition of comprehensive, scientifically based reading instruction:

Comprehensive, scientifically based reading instruction includes a program or collection of instructional practices with demonstrated success in instructing learners and reliable and valid evidence to support the conclusion that when these methods are used with learners, they can be expected to achieve, at a minimum, satisfactory progress in reading achievement. The program or collection of practices must include, at a minimum, instruction in five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Comprehensive, scientifically based reading instruction also includes and integrates instructional strategies for continuously assessing and evaluating the learner's reading progress and needs in order to design and implement ongoing interventions so that learners of all ages and proficiency levels can read and comprehend text and apply higher level thinking skills.

In addition, this course meets standards in the content standards for teachers. These standards vary by content area but examples of standards that cross content areas (and therefore are addressed in this class) are below.

B. A teacher demonstrates understanding and skills essential to the teaching and learning of reading, writing, speaking, listening, media literacy, and literature. The teacher must demonstrate the:

(1) knowledge of reading processes and instruction including:

- (a) orthographic knowledge and morphological relationships within words;
- (b) the relationship between word recognition and vocabulary knowledge, fluency, and comprehension in understanding text and content materials;
- (c) the importance of direct and indirect vocabulary instruction that leads to enhanced general and domain-specific word knowledge;
- (d) the relationships between and among comprehensions processes related to print processing abilities, motivation, reader's interest, background knowledge, cognitive abilities, knowledge of academic discourse, and print and digital text; and
- (e) the development of academic language and its impact on learning and school success;

(2) the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction including:

- (a) the appropriate applications of a variety of instructional frameworks that are effective in meeting the needs of readers of varying proficiency levels and linguistic backgrounds in secondary settings;
- (b) the ability to scaffold instruction for students who experience comprehension difficulties;
- (c) the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;
- (d) the ability to identify instructional practices, approaches, and methods and match materials, print and digital, to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers;
- (e) implementation of a variety of grouping strategies that include individual, small group, and whole group reading experiences that promote enhanced comprehension of text;

Expectations:

- Be in class on time. It is distracting and it is discourteous to me and to your classmates to enter class late.
- Attend all classes. Because these classes are workshop style courses, missing one class entails missing nearly 20% of the entire course. It is **essential** that you attend class.
- Cooperation is vital to your future success, whatever path you take. I encourage cooperation amongst students wherever possible, but the act of copying or other forms of cheating will not be tolerated. Academic dishonesty in any portion of the academic work for a course is grounds for awarding a grade of F or N for the entire course. Any act of plagiarism that is detected will result in a mark of zero **on the entire assignment**. If you are in any way unclear about what constitutes academic dishonesty, please come and talk to me if you have any questions. UMM's Academic Integrity policy and procedures can be found at <http://www.morris.umn.edu/committees/scholastic/academicintegrity/>.
- Do not submit late work. Unexcused late assignments will only earn a **maximum** of 80% of the total points you otherwise would have earned. Work with your instructor to obtain deadline extensions in emergency situations.
- You will be working hard this semester and sometimes nerves become frayed. Still, be careful to be professional in your communication. I welcome discussions about grades, questions about assignments, and even complaints about the course or the program—but make sure to approach these conversations with professionalism. Any verbal harassment, bullying, or [sexual harassment](#) of me or your classmates will not be tolerated (see below).
- All activities in the University, including this course, are governed by the [University of Minnesota Student Conduct Code](#). Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the Code. In addition, students responsible for such behavior may be asked to cancel their registration (or have their registration cancelled).
- **A word about technology**—I welcome the use of technology in the course FOR LEARNING PURPOSES. I am NOT tolerant, however, of students who text during class, surf the internet, IM, or engage in other personal, non-learning-oriented activities. You are welcome to use your laptop or other device to assist you in class but be aware that if you are using your technology in a way that detracts from focusing on the course activities you will receive one request to desist. If the behavior continues you will be asked to leave the class so as to not distract others.

Assignments and Grading:

Active Learning/Participation: 10%

A large part of this course is the teaching and experiencing of different types of literacy strategies. If you miss class, you miss the models of these strategies and your ability to implement them decreases. There is also a large amount of material beyond the textbook communicated by the instructor. Therefore, engaging in the active learning activities we do in class is very important.

The Secondary Education Program is interactive and involves full participation. Key learning takes place during class sessions and this learning cannot be replicated at another time or in other settings. Therefore, it is essential that students complete readings and assignments prior to attending class. In class I rarely lecture on or summarize the reading; rather, you and your classmates will discuss and apply the material. Therefore, full participation in all class sessions is vital. If an event necessitates an absence from a class session, notify me as soon as possible. Unexcused absences and late arrival at class will reflect negatively on final grades in the Secondary Education Program. Missed work must be made up for any absence, and may require additional work be turned in to meet goals and standards.

Class Preparation: 20%

Each week you will engage in activities to prepare for class. These include a variety of activities, but the key assignment is the reading response log. Prompts are posted in Moodle and you are to respond to these prompts. The purpose of the reading response log is to enhance recall and retention of material and to provide a foundation of knowledge for you so that you better understand the activities and discussions that take place in class. Late or missing assignments will reduce the class preparation grade.

Assignments: 70%

Assignments are designed to help you become a reflective teacher and to provide you experience in the practical aspects of teaching. The assignments are meant to help you think deeply about events in your practicum and decisions you make as a teacher.

Assignment 1—Comprehension Strategy Presentation (20%):

You will do two demonstrations of literacy strategies during this course. First, you will model a strategy that supports students' reading comprehension. There are pre-reading, during reading, and post-reading strategies that will be modeled. You may choose any sample text. You will briefly model how a teacher would implement this strategy in a classroom in your content area to support reading comprehension. You will have ten to twenty minutes to present your strategy.

Assignment 2—Vocabulary Strategy Presentation (20%):

Your second strategy presentation is a vocabulary strategy presentation. You will model a vocabulary learning strategy for your peers. You will use a reading from an academic content area as the sample text and will model a literacy strategy for the class that illuminates the text. You will have ten to twenty minutes for this presentation.

Assignment 3— Text Set (30%):

A text set is a collection of readings that are organized along a theme. The idea of the text set is to provide accessible, readable texts to students that are not all from a textbook. A text set should: contain a wide variety of written texts; contain materials that vary in length, difficulty, and text structure; contain examples of text that are interesting, relevant, and accessible to most students; give students several options for obtaining information; and provide opportunities for students to practice reading strategies and learn content information (Tovani, 2004, p. 43). Create a text set of at least seven texts. Your texts should be summarized and all texts submitted for review. Additional information about this assignment will be provided in class and on the course Moodle site.

Standards of Effective Practice Portfolio: S/N

Progress on a Standards of Effective Practice Portfolio will be required during your education program. Prepare a 3-ring binder with 10 sections. Papers, teaching lessons, units, evaluations, research in educational areas, etc. can be included in the portfolio. You may include papers and items from other courses or experiences, including those outside of the field of education. During this semester you are required to more thoroughly gather information and reflect on all standards 1 through 10. For each of these standards, prepare a written a statement that: 1) describes your growth and progress towards meeting this standard, 2) explains the significance of the evidence which you have included in the portfolio and 3) describes your goals to further reach this standard. Identify each of the three sections in your reflection paper. Your portfolio will be reviewed by your practicum supervisor and should be handed in at his or her office on the due date. Your supervisor will read your standard(s) and assign a grade. **See the SeEd 4103 syllabus for the standards submission schedule.**

Ultimately, your portfolio can be of great assistance in the hiring process. Some employers will want to see your portfolio. While others may not, having prepared your portfolio will equip you with better, deeper answers to interview questions and will enhance your interview and hiring process even if you do not show the portfolio to the employer.

GRADING SCALE AND WORK LOAD:

This course is a two credit course. University of Minnesota policy defines one credit as equivalent to three hours of learning effort per week for an average student to achieve an average grade in the course. Therefore, at least 12 hours of learning effort per week are required for this course. We spend approximately 3 hours per week in class; you should expect to put in at least 9 hours of work outside of class to achieve an average grade in this course. Grades will be assigned based on the following scale, according to University of Minnesota policy:

93-100%	A	4.00	Represents achievement that is outstanding relative to the level necessary to meet course requirements
90-92	A-	3.67	
87-89	B+	3.33	
84-86	B	3.00	Represents achievement that is significantly above the level necessary to meet course requirements
80-83	B-	2.67	
77-79	C+	2.33	
74-76	C	2.00	Represents achievement that meets the course requirements in every respect
70-73	C-	1.67	
67-69	D+	1.33	
62-66	D	1.00	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
0-61	F	0.00	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement not worthy of credit or (2) was not completed and there was no agreement between the instructor and student that the student would be awarded an I

All courses must be passed with C- or better in order to move forward in the program. A grade of less than C- will prevent you from student teaching.

CALENDAR OF LEARNING EVENTS:

DATE	TOPICS OF DISCUSSION	READINGS DUE	ASSIGNMENTS DUE	STANDARDS ADDRESSED	NOTES AND RESOURCES
August 28	<ul style="list-style-type: none"> ▪ Secondary Ed cohort kickoff! 				

DATE	TOPICS OF DISCUSSION	READINGS DUE	ASSIGNMENTS DUE	STANDARDS ADDRESSED	NOTES AND RESOURCES
August 31	<ul style="list-style-type: none"> ▪ Literacy overview ▪ Introduction to: <ul style="list-style-type: none"> ○ Programs ○ Phonics ○ Fluency ○ Vocabulary ▪ Comprehension 	<ul style="list-style-type: none"> ▪ Lattimer Introduction, pp. xi-xxvi ▪ NIFL report pp. 1-14 (review of phonics, morphology, fluency) 	<p>Due: Reading Response Log</p>	Reading Statute; 6-A; 6-E	<p>International Reading Association on Phonics: http://www.reading.org/general/AboutIRA/PositionStatements/PhonicsPosition.aspx</p> <p>Resources for Adolescent Literacy: http://www.reading.org/Resources/ResourcesbyTopic/Adolescent/Overview.aspx</p>
September 7	<ul style="list-style-type: none"> ▪ NO CLASS—LABOR DAY 				
September 14	<ul style="list-style-type: none"> ▪ Why content teachers care about reading ▪ Knowledge construction ▪ Selecting reading materials ▪ Text structure ▪ Text accessibility ▪ Readability ▪ Role of textbooks 	<ul style="list-style-type: none"> ▪ Lattimer Ch. 1, pp. 1-18 	<p>Due: Samples of text structure</p> <p>Due: theme for text set</p> <p>Due: Reading Response Log</p>		<p>Flesch-Kincaid Readability: http://www.readability-score.com/ http://office.microsoft.com/en-us/word-help/test-your-documents-readability-HP010148506.aspx</p> <p>SMOG: http://www.readabilityformulas.com/smog-readability-formula.php</p> <p>Fry: http://www.readabilityformulas.com/fry-graph-readability-formula.php</p> <p>Electronic Fry counter: http://www.berghuis.co.nz/abiator/rdg/fry-readability-assessment-tool.html</p>
September 21	<ul style="list-style-type: none"> ▪ Focusing the reader ▪ Prior knowledge ▪ Purpose for reading ▪ Pre-reading 	<ul style="list-style-type: none"> ▪ Lattimer Ch. 2, pp. 19-45 	<p>Due: Reading Response Log</p> <p>Due: Progress check on text set; bring 4 texts to share</p>	Reading Statute; 2-F; 6-A; 6-E	

DATE	TOPICS OF DISCUSSION	READINGS DUE	ASSIGNMENTS DUE	STANDARDS ADDRESSED	NOTES AND RESOURCES
September 28	<ul style="list-style-type: none"> ▪ Supporting comprehension ▪ Pre, during and post reading strategies ▪ Text features ▪ Monitoring strategies ▪ Student talk strategies ▪ Writing strategies 	<ul style="list-style-type: none"> ▪ Lattimer Ch. 3, pp. 46-77 ▪ Comprehension strategies resource 	<p>Due: Comprehension Strategies Presentations</p> <p>Due: Reading Response Log</p> <p>Due: Notes on presentations due at end of course</p>	Reading Statute; 2-F; 3-A	Literacy Strategies: http://www.learningpt.org/literacy/adolescent/strategies.php
October 5	<ul style="list-style-type: none"> ▪ Developing academic vocabulary ▪ Word knowledge ▪ Concept vocabulary ▪ Topic-specific vocabulary ▪ General vocabulary 	<ul style="list-style-type: none"> ▪ Lattimer Ch. 4, pp. 78-109 ▪ Vocabulary strategies resource ▪ NIFL report pp. 14-18 (review of vocabulary) 	<p>Due: Vocabulary Strategies Presentations</p> <p>Due: notes on presentations due by next class</p>	Reading Statute; 3-I	
October 12	<ul style="list-style-type: none"> ▪ Constructing understanding ▪ Critical literacy ▪ Bias ▪ Social construction of knowledge ▪ Process strategies ▪ Authentic outcomes ▪ Metacognition ▪ Multiple Perspectives ▪ Critical literacy and text analysis strategies ▪ Review writing ▪ Preview of SeEd 4115 	<ul style="list-style-type: none"> ▪ Lattimer Ch. 5, pp. 110-140 ▪ NIFL report pp. 18-39 (comprehension, writing, motivation) 	<p>Due: Understanding the theorists (Reading Response Log)</p> <p>Due: Comprehension and Vocabulary Strategies Notes</p> <p>Text Set due. Submit overview and texts in Moodle. Texts that are not electronic should be placed in your crate in the Education Office.</p>	Reading Statute; 6-A, 3-Q	

