SEED 4115: ADVANCED CONTENT READING (2 CR)
MONDAY 10:30-11:35, ED 102
FALL 2014

Instructor:

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Office Hours:

Mondays 9:00-10:00 AM and 1:00-2:00 PM, Wednesdays 9:00-11:00 AM, and 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:

Selections from the following (available on course site):
- Zwiers, J. (2008). *Building Academic Language: Essential Practices for Content Classrooms*. San Francisco, CA: John Wiley and Sons.
- Beers, K. (2003). *When Kids Can't Read—What Teachers Can Do. A Guide for Teachers 6-12*. Portsmouth, NH: Heinemann. Selections available on electronic reserve
- Brozo, W. and Simpson, M. (2007). *Content Literacy for Today's Adolescents: Honoring Diversity and Building Competence*. Upper Saddle River, NJ: Pearson. Selections available on electronic reserve.
- Freeman, Y.A. and Freeman, D. (2008). *Academic Language for English Language Learners and Struggling Readers: How to Help Students Succeed Across Content Areas.* Portsmouth, NH: Heinemann.
- Additional articles and selections on electronic reserve

Recommended resources:
- Kenney, J. et al. (2005). *Literacy Strategies for Improving Mathematics Instruction*. ASCD.

Additional Resources:

Course resources can be found on the course Moodle site (moodle.umn.edu) Catalog and program information can be found on the secondary education homepage (http://www.morris.umn.edu/academics/secondaryeducation/). 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).

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 academic language, discourse, conventions of disciplines, use of text for a variety of purposes, and scaffolding reading and learning. Students will practice literacy strategies for their content areas, expand their knowledge base related to literacy, and apply their knowledge to their work with K-12 students in the field.

In addition, activities in this course contribute to candidates' growth in knowledge and skill as related to the following UMM Student Learning Outcomes:
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
Intellectual and Practical Skills, practiced extensively across students' college experiences, including:
- Inquiry and analysis

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- Critical thinking and problem-solving
- Creative thinking and artistic expression
- Information and technology literacy
- Collaboration

An Understanding of the Roles of Individuals in Society, through active involvement with diverse communities and challenges, including:
- Intercultural knowledge and competence

Capacity for Integrative Learning, including:
- Application of knowledge, skills, and responsibilities to new settings and progressively more complex problems
- Skills for sustained learning and personal development

Student Support:

Students with Disabilities:
The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with Disability Services who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attentional, learning, vision, hearing, physical, or systemic), are invited to contact Disability Services for a confidential discussion at 320-589-6163 or http://www.morris.umn.edu/academicsuccess/contact/ . Additional information is available at the DS web site at www.morris.umn.edu/services/dsoaac/dso.

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 www.morris.umn.edu/services/dsoaac/aac/
Student Counseling www.morris.umn.edu/services/counseling/
Disability Services www.morris.umn.edu/services/dsoaac/dso
Multi-Ethnic Student Program 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.

Subject-specific standards related to reading in the content areas are addressed. These standards will be highlighted in class. Complete standards can be found here: https://www.revisor.mn.gov/rules/?id=8710 and are printed at the end of the syllabus.

Class Structure:

This course is a hybrid course, with several activities offered **online** in modules as well as face to face meetings. Students should complete one learning module each week. READINGS ARE DUE BY MONDAY SO THAT WE CAN DISCUSS THEM IN CLASS. ASSIGNMENTS ARE DUE In each module, students complete tasks or discussions as a whole group (either in class or online) and students complete assignments that are specific to the subject area. All assignments are designed to meet state standards in reading (see the end of this syllabus for a copy of the content standards in reading for each subject). The course is meant to be taken subsequent to SeEd 4105 Reading and Literacy in the Content Areas.

Expectations:

- Work steadily through the material. Since each topic builds upon the last, you will learn more if you engage with the material on a consistent basis than if you study in fits and starts.
- Plan your time well. Because this course contains online components you will need to be more accountable for moving ahead through the material.
- Integrate your work with the field. Many of the assignments ask you to apply your knowledge in working with real students. Utilize the lessons and other materials that you create in the field to enhance the learning of your students.
- GET HELP FROM YOUR INSTRUCTOR. I am here to help you by phone and email and have set aside office hours for this course. Don't be afraid to ask questions to supplement your understandings from the online readings, discussions, and other activities.
- 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).

Assignments and Grading:

Online/In Class Reflections and Discussions: 15%
You will participate in online and/or face to face discussions with your classmates and will be asked to write brief reflective papers or reading logs in response to several of your course readings. Complete scoring rubrics for these reflections can be found in the course Moodle site.

Webquest or Tech Project: 15%

In today's society it is vital that students learn to evaluate and consume digital texts and other media. In addition, the state standards call for teachers to understand and be able to match print and digital texts to readers and to support comprehension of digital texts. The goal of this project is to create a webquest <u>or other project</u> focused on consuming, comprehending and/or matching digital texts. The project is intended to help you enhance your own digital literacy skills, to enhance skills in identifying graphic elements in literacy, to help you demonstrate skills in synthesizing information, and to provide focus to a problem or concept from your discipline. All of these are skills that should result for your students when the activity is implemented. <u>Each discipline may have particular requirements for the webquest—consult the full assignment</u> description and scoring rubric on the course Moodle site.

<u>Subject-Specific Activities: 70%</u>
Each subject area will complete projects specific to it. Full **descriptions of the projects and scoring rubrics can be found on the moodle web site**.

Communication Arts and Literature:
- Lesson Plans: <u>All lessons are required to address the needs of multiple types of readers</u> and must include reflection that discusses the choices of the instructor in creating the lesson. Complete guidelines for each subject area can be found on the course web site. Lessons: lessons incorporating multiple groupings in reading, lesson on persuasive text, lesson on integrating glossaries/appendices.
- Assessment project. You will administer two types of assessment in the field: choose from the Content Area Reading Inventory (CARI), Informal Reading Inventory (IRI), Qualitative Reading Inventory (QRI) or miscue analysis. You will collect and analyze the data and compile a report of your findings. Full information about this project can be found in the course web site.

Mathematics:
- Mathematical glossary: You will create a mathematical glossary that focuses on the relationships between words and symbols in math and an accompanying lesson. <u>All lessons are required to address the needs of multiple types of readers</u> and must include reflection that discusses the choices of the instructor in creating the lesson. Complete guidelines for each subject area can be found on the course web site.
- Word problem translation: You will create sample lessons that enable students to understand and translate word problems into numbers/equations and vice versa.
- Representations in math: You will create activities and sample lessons that enable students to understand multiple representations (graphical, verbal, numerical, etc.) of concepts in mathematics.
- Density of ideas lesson: You will create a lesson that guides students through breaking down dense ideas and dense text in mathematics.

Science:
- Inquiry lab and accompanying lesson: You will create an inquiry-based lab activity and accompanying lesson plan that helps students to follow lab directions step by step. Also, students using diagrams or graphs should be incorporated into the lesson. <u>All lessons are required to address the needs of multiple types of readers</u> and must include reflection that discusses the choices of the instructor in creating the lesson. Complete guidelines for each subject area can be found on the course web site.
- Perspective taking lesson: You will create a lesson that demonstrates for students multiple perspectives in science.
- Case studies: You will create case studies that exemplify the difference between scientific fact and opinion. You will create lessons to accompany the case studies and use them with students.
- Background knowledge lesson: You will create a lesson that is intended to identify and elicit students' background knowledge, identify misperceptions, and build on background knowledge.
- Glossary and accompanying lesson: You will create a three column glossary that shows scientific terms in multiple ways. You will also create a lesson where students use and/or create such a glossary to enhance their science learning.

Social Studies:
- Discourse analysis project: You will write a paper wherein you analyze the discourse conventions of your field and reflect on how you can use these in assisting students in understanding social studies.

- Questioning the Author activity and lesson: You will complete an activity where you "question the author" (directions on web site). Subsequently you will create a lesson where you enable students to also do this same type of analysis of a text. <u>All lessons are required to address the needs of multiple types of readers</u> and must include reflection that discusses the choices of the instructor in creating the lesson. Complete guidelines for each subject area can be found on the course web site.
- Non-text tools lesson: You will create a lesson that enhances students' skills in using non-textual tools such as maps, globes, and timelines.
- Text tools lesson: You will create a lesson that enhances students' skills in using text type tools in social studies such as glossaries, databases, and appendices.
- Fact/opinion lesson: You will create a lesson that teaches students how to distinguish between fact and opinion, based on text.

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 6 hours of learning effort per week are required for this course (or 90 hours over the course of a semester).

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

LEARNING MODULES:

MODULE/TOPIC	READINGS	ASSIGNMENTS
November 3 Course introduction, academic language, language functions (edTPA)	- James Gee: "Literacy, discourse, and linguistics: Introduction"	- Reading log (ALL)—due Monday

November 10
Module 1: Discourse, language and conventions of the subject, academic language
	- Zwiers: Chapter 4—"Content-Area Variations of Academic Language"
	- Freeman and Freeman: Chapter 4—"Coping with Academic Texts and Textbooks"
		- Reading log (ALL)—due Monday
		- Embedded skills lessons:
		  o Persuasive text lesson (CAL),
		  o Inquiry lab and lesson (Sci)
		  o density of ideas lesson (Math)
		- Discourse analysis project (SS)

November 17
Module 2: Scaffolding instruction for struggling readers, background knowledge
	▪ Beers: Chapter 4—"Explicit instruction in comprehension" and Chapter 5—"Learning to make an inference"
	▪ Zwiers: Chapter 7—"Language for Academic Reading"
	▪ Fisher and Fey Chapter 3 and 4—"Teacher as Archaeologist: Assessing Background Knowledge" and "Activating What Students Know"
		▪ Reading log (ALL)—due Monday
		▪ Embedded skills lessons:
		  o Multiple groupings lesson(s) (CAL),
		  o Background knowledge and misperceptions lesson (Sci)
		  o Concept representation lesson(s) (Math)
		▪ Using other text features such as appendices, databases, and glossaries lesson (SS)

November 24 Module 3: Assessment, academic writing	▪ Revisit Zwiers Chapter 4 ▪ Freeman and Freeman: Chapter 5—"Supporting academic writing at the paragraph and sentence level" ▪ Zwiers: Chapter 8—"Language for Academic Writing" ▪ Lapp, Flood, & Farnham: Chapter 26—"Assessment in the content areas: Solving the assessment puzzle"	▪ Reading log (ALL)—due Monday ▪ Assessment project (CAL) ▪ Case studies and lesson (Sci) ▪ Word problem translation activity and lesson (Math) ▪ Fact/opinion lesson (SS)

December 1
Module 4: Diversity and literacy
	▪ Brozo and Simpson: Chapter 11—"Honoring diversity and building competence: Supporting striving adolescent readers across the disciplines"	▪ Reading log (ALL)—due Monday
		▪ Embedded skills lessons:
		  o Glossary/appendices lesson (CAL)
		  o perspective taking lesson (Sci),
		  o using graphic tools such as maps/ globes/ timelines lesson (SS)
		▪ Mathematical glossary activity and lesson (Math)

December 8 Module 5: New literacies, critical literacy, technology	▪ Brozo and Simpson: Chapter 10—"Expanding literacy and content learning through information and communication technologies"	▪ Reading log (ALL)—due Monday ▪ Webquest/Tech Project (ALL) ▪ Three column glossary activity and lesson (Sci) ▪ Questioning the Author activity and lesson (SS)

CONTENT READING STANDARDS:

COMMUNICATION ARTS AND LITERATURE

B. A teacher of communication arts and literature 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 comprehension 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; and
    - (f) the ability to plan instruction and select strategies that help students read and understand language arts texts and spur student interest in more complex reading materials, including the ability to help students:
        - i. distinguish fact from opinion and the words that signal opinions and judgments in persuasive texts;
        - ii. think critically, draw inferences or conclusions from facts, analyze author's purpose and point of view, evaluate author's argument and evidence, and synthesize information from more than one text; and
        - iii. use aids such as glossaries and appendices that pertain to reading, writing, and English language conventions;
- (3) use of a variety of assessment practices to place and evaluate effective reading including:
    - (a) understanding the measurement systems and proper interpretation of assessment tools that determine individual student's reading level, fluency, comprehension abilities, and reading interests;
    - (b) using data to set goals and objectives, make effective instructional decisions, and demonstrate responsiveness to students' needs; and
    - (c) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact students' achievement;

MATHEMATICS

J. A teacher of mathematics must understand the content and methods for teaching reading including:
- (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 comprehension 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; and
- (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) selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and metacognitive abilities;

(d) the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;

(e) the ability to plan instruction and select strategies that help students read and understand math texts and spur student interest in more complex reading materials, including:

i. the density of ideas;

ii. concepts that build within a chapter or across chapters;

iii. use of equations to model life situations, asking students to create or restate in words or sentences the relationship between symbols and the situation being modeled;

iv. text with diagrams and graphs; and

v. use of different representations to aid students in understanding the underlying mathematical concept, matching each representation to the learning styles of different individuals; and

(f) model strategies for representing mathematical ideas in a variety of modes (literal, symbolic, graphic, and digital), which includes asking students to restate symbolic representations (numerals, equations, and graphs) in words or sentences.

SCIENCE

F. A teacher of science must understand the content and methods for teaching reading including:

(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 comprehension 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; and

(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) selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and metacognitive abilities;

(d) the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;

(e) the ability to develop critical literacy skills by encouraging students to question texts and analyze texts from multiple viewpoints or perspectives;

(f) 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;

(g) the ability to plan instruction and select strategies that help students read and understand science texts, including the ability to:

   i. distinguish between facts based on empirical/scientific findings from opinion;

   ii. relate what is read to relevant prior knowledge;

   iii. use scientific knowledge to draw inferences or conclusions from facts, discern cause and effect relationships, detect fallacies in author's evidence, and support own claims with evidence;

   iv. follow instructions to perform laboratory activities step by step in a disciplined fashion;

   v. explain diagrams and graphs in terms of scientific content/meaning; and

   vi. explain meaning of abbreviations and symbols.

SOCIAL STUDIES

L. A teacher of social studies must understand the content and methods for teaching reading including:

   (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;

      (b) the importance of direct and indirect vocabulary instruction that leads to enhanced general and domain-specific word knowledge;

      (c) the relationships between and among comprehension 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; and

   (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) selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and metacognitive abilities;

      (d) the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;

      (e) the ability to develop critical literacy skills by encouraging students to question texts and analyze texts from multiple viewpoints or perspectives;

      (f) 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;

      (g) the appropriate applications of a wide variety of instructional frameworks that are effective in meeting the needs of readers in secondary school settings across developmental levels, proficiency, and linguistic backgrounds; and

      (h) the ability to plan instruction and select strategies that help students read and understand social studies texts and spur student interest in more complex reading materials, including the ability to help students:

         i. recognize fact and opinion and the words that signal opinions and judgments;

         ii. distinguish between primary and secondary sources, for example, historical record versus textbook;

         iii. thinking critically, for example, drawing inferences or conclusions from facts, analyzing author's purpose and point of view, discerning cause and effect relationships, detecting bias, and evaluating evidence;

         iv. using and interpreting maps, globes, and other nonlinguistic or graphic tools such as timelines, photographs, charts, statistical tables, digital tools, and political cartoons; and

         v. using other text features such as glossaries, indexes, detailed databases about countries, and appendices of documents or maps.