COURSE SYLLABUS

RE 422-P60: Reading in the Content Area

Instructor Information: Dr. Linda Kazda  Since I do not have an office on -
campus, you will need to contact me by e-mail or telephone. I do check the
course mail daily. In addition to the course e-mail, you may also contact me
at ljkazda@lcsc.edu . My home telephone number is (208) 743-1361; please
leave a message on the machine if I am not there.

reading: Literacy and learning across the curriculum. Pearson: Boston, MA.

Course Description: In this course we will consider ways that teachers can
facilitate their students' literacy growth and growth as learners in the content
areas. We will reflect on our own experiences as learners as we consider and
apply best practice toward literacy development. This course is based on the
understanding that every teacher is a reading teacher and that all students
should be given considerate reading material in order for meaningful learning
to take place. Factors such as instructional level, individual interest, state
standards, language, and cultural ways of knowing are important considerations
in instructional planning and implementation.

Technical Questions: This is an online course. Information on making sure your
computer is ready to start the course is available in the Read This First folder on
the course content page. Contact information for a variety of technical issues
can be found within that folder. While I can facilitate your thinking about
reading and writing across the curriculum, I am of very little help with
technical problems. There are several gracious and knowledgeable people at
the Distance Learning office who can assist you with compassion and
efficiency.

Course Goals: At the end of the semester, you will understand that
comprehension is a meaning-making process through which students can grow
was learners (knowledgeable professional). This process involves you as the
teacher understanding your students' needed as readers and writers (culturally
responsive professional, knowledgeable professional, content specialist,
educational designer). These needs are affected by cultural, social, cognitive,
emotional, physical, and educational factors (culturally responsive
professional,knowledgeable professional, educational facilitator). You will
understand the vital nature of evaluation in content area instruction
( educational evaluator). You will learn to incorporate the curricular demands
and standards of your school into your instruction while remaining student-
centered (educational facilitator, educational evaluator).

Assignments and Evaluation: You may earn up to four hundred points in this class,
and final grades are based on the point range at the end of this document. Please refer
to the class schedule and the course calendar for due dates. Plan ahead in order
to turn your work in by the *due date or earlier*. You are always welcome to work ahead. Late work is not acceptable; penalties will be applied. If you have emergency issues, please contact me ahead (if possible) of time for alternate plans.

**Discussion Posts:** There are **sixteen** required posts; each is worth ten points for a total of one hundred and sixty points. These assignments will be posted on the discussion board and are available on the course schedule. The discussion board is one forum through which we will create our classroom community. The discussion questions are designed to facilitate connections between your personal experiences and the reading for the course. Please note that discussion posts are due on **Thursdays** by midnight and discussion responses are due on **Sundays** by midnight each week. For example, for the week of August 22nd, your initial post is due on **August 25th** and your responses to your classmates are due by **August 28th**. Some of the discussion posts may require advance planning. It is important that you read over the discussion post assignments ahead of time.

In addition to your posting, you must respond to **five** of your classmates' posts each week. It is essential that you do your post on Thursday, as it can cause problems for those who want to do their responses before/by Sunday.

Your posts and responses on the discussion board may vary in length according to the assignment, but must show evidence of careful consideration of the text material, description of your processes and understandings, as well as conventional grammar and spelling.

**Initial Lesson Plan:** This assignment is worth twenty points and will be graded on a credit/no credit basis. Think about a lesson that you have taught or might teach that focuses on student engagement in text or comprehension strategies. Use a format that you feel comfortable with and create your lesson plan. *This lesson plan will be used in your final reflection paper, so please retain it over the semester for use with your final paper.*

**The next five assignments should all be connected to your final project.** For example, if your final project is on the solar system, you should choose web sites about the solar system, a science text to review for readability, create an anticipation guide using that text, choose vocabulary germane to the solar system, and create a text set about the solar system. *You can use the assignments in your final project.*

**Website Paper:** This paper is worth twenty points. Choose three websites that are appropriate for your grade level and content area and evaluate them according to the criteria presented in Chapter Two of your text. Then discuss how you might use them in a unit of study. This paper should be approximately three pages in length, should be double-spaced with a 12-point font, should use conventional spelling and grammar, and you should use APA citation format.
**Readability Paper:** This paper is worth twenty points. Using the textbook from your content area that you chose the first week of class, conduct a thorough analysis on the information provided in Chapter Four of your text. Be sure to evaluate it in terms of the Frye Graph (actually calculate the grade level), the General Textbook Readability Checklist, and your own experiences with textbooks, both as a student and a teacher. This paper should be approximately three pages in length, should be double-spaced with a 12-point font, should use conventional spelling and grammar, and you should use APA citation format.

**Anticipation Guide:** The anticipation guide is worth twenty points. Using the guidelines presented in Chapter Six of your text, create an anticipation guide for a section or chapter from your content textbook, or for a trade book related to a unit of study in your content area. Please use APA format when citing the text selection that you chose.

**Vocabulary Words:** This assignment is worth twenty points. Using Beck, McKeown, and Kucan's (2002) description of the three tiers for choosing vocabulary described in Chapter Eight of your text, choose a list of vocabulary words that relate to your unit of study. Briefly describe the words. Please use APA citation format.

**Text Set:** The text set assignment is worth twenty points. You will create an annotated bibliography of approximately fifteen trade books that relate to your unit of study. Please include the reading and interest level for each of your books. Remember to include books that are appropriate for a wide range of learners including students above and below grade level, English language learners, and students from a variety of cultural backgrounds and learning strengths. A variety of examples of text sets are available on the internet, as well as resources to help you locate appropriate books. Please use APA format when you cite your books.

**Final Project:** This project is worth one hundred and twenty points. You will create a unit of study for your content area, consisting of at least five lessons using the lesson plan format provided. Your unit must follow the instructional guidelines presented in your text, more specifically, in Chapters Three and Five of your text. Each lesson must contain at least one instructional strategy presented in the text. Each lesson must have a clearly stated and measurable objective. Assessments must be authentic and clearly tied to the objective. You may submit drafts on the dates specified on the course schedule for feedback and revision. You may include previous assignments as part of your lesson. Units should be typed using a 12-point font, in *Word* (do not submit in *docx* as my computers can only open *doc* or *rtf*). Please be sure to use conventional spelling and grammar, and APA for citations.

**Reflection Paper:** This paper is worth twenty points. Using your original lesson plan as a starting point for discussion, assess your own learning and growth in
the class. Include your experience of grappling with and understanding the course objectives and goals as stated in the syllabus. What have you learned in the class that has changed your view of yourself as a learner and as a teacher? What has been valuable for you about this course? This paper will be graded on a credit/no credit basis, and should be about three pages long, typed using a 12-point font, conventional spelling and grammar, and APA format. Please include your original (initial) lesson plan with your paper.

The Syllabus: This assignment has no point value, but it is required. You must send me an e-mail within the course platform stating that you have read and understand the syllabus. If you have any questions about the course, let's resolve them right away so that everyone begins on stable footing.

Summary of Points:

<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>Number of this type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts</td>
<td>16</td>
</tr>
<tr>
<td>Assignments</td>
<td>6</td>
</tr>
<tr>
<td>Final Project</td>
<td>1</td>
</tr>
<tr>
<td>The Syllabus</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Points = 400

Grading Scale: 360-400 = A 320-359 = B 280-319 = C 240-279 = D 0-239 = F

FERPA STATEMENT:
The Family Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of student education records and is enforced by the U.S. Department of Education. In essence, the act states that 1) students must be permitted to inspect their own "education records" and 2) "school officials" may not disclose personally identifiable information about a student without written permission from the student. For further information on FERPA and LCSC’s directory information policy, visit www.lcsc.edu/registrar or call 208-792-2223.

Disability Services: If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please contact me or make an appointment to talk with me.

Judicial Affairs: Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts, and current understanding. If you suspect a student has committed an act of academic dishonesty, document the incident and notify the Judicial Affairs Officer in Reid Hall 111, phone 2211.