

Eastern Kentucky University
Department of Curriculum and Instruction
EMG 806, Reading Instruction in the Middle School, CRN XXXXX
Credit Hours: 3
Fall XXXX

Professor's name

Professor's Office #

Professor's Information

(Phone and email)

Course Description:

Comprehensive study of the teaching materials and strategies that are appropriate for teaching reading in grades five through eight. Special emphasis will be placed on reading instruction in the content areas. Prerequisite: ELE/EMG 445 or ESE 574 or comparable course.

Required texts:

Alvermann, Gillis, & Phelps (2013). *Content Area Reading and Literacy*, 7th Ed. Pearson.

Other Text: You will choose one text from the list below for your professional literature study, then order after you have signed up on the course wiki page.

- Jacquelynn A. Malloy, Barbara A. Marinak (Editor), Linda B. Gambrell (Editor). (2014). *Essential Readings on Motivation*. International Reading Association.
- Shane Templeton, Donald R. Bear, Marcia Invernizzi. (2014). *Vocabulary Their Way: Word Study with Middle and Secondary Students*, Edition: 2. Pearson
- Jeff Anderson (2011). *10 Things Every Writer Needs to Know*. Stenhouse
- Doug Buehl. (2013). *Classroom Strategies for Interactive Learning*, Fourth Edition, International Reading Association.
- Steven Wolk. *Caring Hearts & Critical Minds: Literature, Inquiry, and Social Responsibility*. Stenhouse
- Jeff Zwiers. (2014). *Building Academic Language: Meeting Common Core Standards Across Disciplines, Grades 5-12*, Edition: 2. Wiley.
- Douglas Fisher, Nancy Frey, & Diane Lapp (2011) *Teaching Students to Read Like Detectives: Comprehending, Analyzing, and Discussing Text*.

Student Learning Outcomes:

Students completing this course will be able to:

- 1) Compare and contrast the three models of reading comprehension and give examples of how each applies to middle level literacy instruction in the content area. (ILA 1.1; InTASC 7)
- 2) Analyze current research and best practices in the field of content area reading and language arts. (ILA 1.1; InTASC 7)
- 3) Identify and illustrate specific skills and instructional strategies in the following areas:
 - a) Word recognition
 - b) Vocabulary
 - c) Comprehension
 - d) Reading rate, fluency, and flexibility
 - e) Study skills
 - f) Writing to learn and demonstrate learning (ILA 2.1; InTASC 3, 5, 7)
- 4) Plan appropriate middle level instructional sequences and groups (heterogeneous and homogenous) based upon student strengths and weaknesses, interests, and learning styles. (ILA 4.2; InTASC 2, 3, 7)
- 5) Explain reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language and the context of the reading situation. (ILA 1.1, 5.2)
- 6) Identify, plan and implement research-based reading strategies appropriate to various content areas and suitable for use before, during, and after reading. (ILA 2.1, 3.1, 3.2, 3.3, 5.2; InTASC 1, 3, 4, 5, 7, 8)
- 7) Diagnose individual student needs in reading content materials and prescribe suitable instructional strategies that integrate skills, thinking processes, and content. (ILA 3.1, 3.2, 3.3; InTASC 2, 6)
- 8) Identify and evaluate a variety of content area textbooks, trade books, and support materials that challenge, motivate, and actively engage the learner. (ILA 2.1, 5.2; InTASC 3, 4, 7, 8)
- 9) Plan and develop content area reading and language arts instructional materials and strategies that addresses physical, social, and cultural diversity and that show sensitivity to differences. (ILA 2.1, 4.2, 5.2; InTASC 2,3 , 4, 5, 7)
- 10) Utilize a variety of technology and media in the development of lesson plans, instructional materials, and presentations related to the teaching of content area reading and language arts. (ILA 2.1; InTASC 5, 7; ISTE 5,6)
- 11) Engage in reflective practice and pursue continued professional growth and collaboration with colleagues. (ILA 6.2; InTASC 9, 10)
- 12) Collaborate with colleagues to plan and implement a professional book study that addresses reading and language arts in content areas. (ILA 6.2;)
- 13) Recognizes his/her role as a teacher leader and identifies opportunities to serve as an instructional leader of colleagues (ILA 6; InTASC 10).

Course Requirements:

1. Read and respond to assigned texts and electronic resources. (InTASC 4, 9, 10; NCTE 1; IRA 1, 4)
2. Actively participate in on-line discussions via Blackboard. (InTASC 4, 9, 10; NCTE 11-12; IRA 1, 6)
3. Complete on-line modules that include readings, responses, activities and reflections (InTASC 4, 9, 10; NCTE 1; IRA 1, 4)
4. Develop an instructional file for a specific standards-based Unit of Study which includes 4 Content Area Literacy Strategies and a text set appropriate to a specific content area and grade level, of grades 4 through 12.
5. Demonstrate teacher leadership through the development of a group/individual Professional Book Study Project that includes a multimedia presentation designed for professional peers. (InTASC 4,

- 7, 10; NCTE 8, 11; IRA 1, 6)
- 6. Actively participate in the Professional Book Study discussion board and activities. (InTASC 4, 7, 10; NCTE 8, 11; IRA 1, 6)
- 7. Key Assessment: Professional Book Study (see template in Blackboard) (InTASC 4, 7, 9, 10; IRA 1-2, 4-6)

Evaluation Methods:

Student Learning Outcomes	Related Assignments and Assessments	Points
1, 2, 3, 5,	Module assignments, including discussion board activities (points vary for each module) Introductory Module Course Requirements Quiz Module Discussions 5 @ 25 points each Module Learning Logs 4 @ 30 points each	25 125 120
3, 4, 6, 7, 8, 9, 10,	Literacy Instructional File	100
10, 11, 12, 13	Professional Book Study activities: Text Talks 3 @ 15 points each Text Talk Reflections 3 @ 15 points each Completed Literacy Lesson/Implementation Plan Lesson Reflection and Data Analysis Multimedia Book Trailer* Professional Presentation Evidence* Final Reflection* <i>Note: your Professional Book Club Task will be posted to Taskstream. *Scores for these tasks are included in the Taskstream submission grade of 100 points</i>	45 45 40 30 40 35 25
		total 630

- (92-100%) = A
- (83-91%) = B
- (74-82%) = C
- (65-73%) = D
- (0-64%) = F

Student Progress:

Student performance is maintained in Blackboard in “My Grades”.

Course Outline: (order and number of modules will vary in the summer)

Module and Date	Topics
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Module 1: Introductory Module Within 4 days of class start	Complete Module 1 assignments Course Requirements and Class Introductions Review school literacy assessment data Complete the Course Requirements Quiz Professional Book Study Wiki & Organization
Module 2 End of Week 1	Complete Learning Log and Discussion Forum Content Literacy and the Reading Process, Alvermann Chapter 1
Module 3 End of Week 2	Complete Learning Log and Discussion Forum Creating a Favorable Learning Environment, Alvermann, Chapter 3 Planning for Content Literacy, Alvermann, Chapter 4 Developing Lifetime Readers, Alvermann, Chapter 12
Module 4 End of Week 3	Complete Learning Log and Discussion Forum Preparing to Read, Alvermann, Chapter 6 Increasing Vocabulary and Conceptual Growth, Alvermann, Chapter 8 Reading to Learn, Alvermann, Chapter 7
Module 5 End of Week 4	Complete Learning Log and Discussion Forum Reflecting on Reading, Alvermann, Chapter 9 Language, Diversity, and Culture, Alvermann, Chapter 2 Choose to read and respond to one of the following; Chapter 5: Assessment of Students and Textbooks Chapter 10: Writing Across the Curriculum Chapter 11: Studying and Study Content Literacy Instructional file Due
Module 6 End of Week 5	Professional Book Study Text Talks #1 & 2 Professional Book Study Reflections #1 & 2
Module 7	Professional Book Study Text Talk #3 Professional Book Study Reflection 3 Literacy Lesson / Activity Plan Due
Module 8 End of Week 7	Literacy Lesson / Activity Plan and Data Analysis / Task C due Work with PBS group on Book Trailer
Module 9	Complete PBS Book Trailer PBS Professional Presentation due
End of Week 8	Taskstream submission with final reflection

Attendance Policy:

A one-hundred percent online course requires students to be “active” and “productive” in the Blackboard course site multiple times/days each week. Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, excusable reasons for absence from class may include illness; serious emergencies; special curricular requirements (e.g., field trips and professional conferences); military obligation;

religious holidays; court-imposed legal obligations; approved accommodations by the Office of Services for Individuals with Disabilities; medically necessary absences due to pregnancy or childbirth; and participation in official university-sponsored activities.

Students should be prepared to provide appropriate verification of any absence in order to complete missed assignments. In the case of excused absences, student will be provided an opportunity to make up class work missed as is feasible. To the extent possible, students should notify the instructor in advance of an absence.

Students are encouraged to complete scheduled assignments prior to the absence when possible. If students cannot give advance notice of an absence, they should notify the instructor as soon as possible of the reason for the absence with appropriate documentation.

Failure to participate in the on-line class discussions within the required time limits posted in the class schedule constitutes an absence. If a student has an adequate reason for missing chats, assignments or discussion board posts, then the student is required to send justification to the instructor via e-mail within 48 hours of the occurrence.

Students who do not complete the Introductory Module by the posted due date are considered absent from the first day of class and will be administratively dropped per University Policy.

Late Assignment Policy:

We support the concept of standards based grading. Understand that, assignments submitted past the due date will not be assessed until later in the term and little, if any, feedback will be given, which can impact the quality of your other assignments. However, ***Discussion Board posts cannot be added later than 1 week past the due date.*** No module assignments will be accepted after the final class date. The final project will not be accepted after the scheduled exam date.

Incomplete Grades can only be allowed for documented, excused absences, when most of the course work has been completed. Students who miss a significant portion of the course are encouraged to apply for a “compassionate withdrawal” through the Registrar’s Office.

Last Date to Drop the Course:

See the Colonel’s Compass on the EKU homepage.

Disabilities Statement:

The University strives to make all learning experiences as accessible as possible. If you are registered with the ECU Center for Student Accessibility (CSA), please obtain your accommodation letters from the CSA, present them to the course instructor, and discuss the accommodations needed. If you believe you need an accommodation and are not registered with the CSA, please contact the office in 361 Whitlock Building by email at disserv@ecu.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

A student with a “disability” may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks, working. Additionally, pregnancy accompanied by a

medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

Discrimination Statement:

Discrimination, harassment, or violence will not be tolerated at EKU.

EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. It also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you share information that indicates that you have witnessed or experienced such behavior, that information will have to be provided to University officials; consider this in choosing what information you post. If you would like to obtain confidential help from someone who does not have to report the information, please go to [EKU's webpage for Title IX information](#) for resources.

Academic Integrity Policy:

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

PLAGIARISM: Plagiarism is the act of using another person's ideas or expressions in your writing without acknowledging the source. In short, to plagiarize is to give the impression that you have written or thought something that you have, in fact, borrowed from someone else. Plagiarism is not tolerated by the College of Education. To borrow the ideas or works of EKU students, past or present, without the proper citation, is one common example of plagiarism.

Official E-mail:

An official EKU e-mail is established for each registered student, faculty, and staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.