

AEDR 518 - Content Area Reading and Writing - Spring 2009

Instructor

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Office Hours: Contact me by email for an appointment

Course Description:

A study of the literacy needs of students at the middle and secondary school levels, including an investigation of the theories, research, practices, pedagogies, issues and complexities of teaching and using literacy across content areas. Includes a practicum experience.

Course Credit

Three (3) semester hours undergraduate credit.

Prerequisites

Full admission to the USCA Professional Program in Education.

Intended Audience

Candidates seeking initial certification in a variety of content fields at the middle and secondary school levels.

Course Objectives

The candidate will be able to

1. Articulate a personal rationale for content literacy instruction
2. State techniques for helping students use reading and writing as tools for learning.
3. List the thinking processes that contribute substantially to learning and to demonstrate how these processes play out in teachers' instructional methods and students' learning strategies.
4. Describe assessment as an ongoing process with an emphasis on self-reflection.
5. Develop integrated and interdisciplinary units and lessons which, combined with appropriate classroom grouping practices, address the literacy needs of students.
6. Recognize the efficacy of using multiple reading materials in the classroom.
7. List and demonstrate the many different forms of reports and response projects.
8. Demonstrate a thorough knowledge of the South Carolina State Standards in the respective content area.

Texts/Readings

- Benjamin, Amy (2007). *But I'm Not A Reading Teacher: Strategies for Literacy Instruction in the Content Areas*. Larchmont, NY: Eye on Education, Inc..
- A representative textbook from the content area and grade level(s) which you plan to teach. These are available for check-out from the USCA School of Education Curriculum Lab (B&E 238C).
- Additional online readings (see these on our Blackboard site):
 - Teaching Today: Grades 6-8 (<http://teachingtoday.glencoe.com/howtoarticles/6-8/reading-writing>)
 - Teaching Today: Grades 9-12 (<http://teachingtoday.glencoe.com/howtoarticles/9-12/reading-writing>)
 - Every teacher a literacy teacher? An analysis of the literacy-related messages in secondary methods textbooks (http://findarticles.com/p/articles/mi_qa3785/is_/ai_n9087467)
 - Interactions that Scaffold Reading Performance (http://findarticles.com/p/articles/mi_qa3785/is_200401/ai_n11826120?tag=rbxcra.2.a.4#)
 - Twenty Online Resources on Reading with Comprehension and Engagement (http://www.readingonline.org/editorial/edit_index.asp?HREF=may2001/index.html)
 - Content Area Literacy Lessons Go High Tech (http://www.readingonline.org/articles/art_index.asp?HREF=richardson/index.html)
 - The Role of Text in Classroom Learning: Beginning an Online Dialogue (http://www.readingonline.org/articles/art_index.asp?HREF=handbook/wade/index.html)
 - Teaching Readers Who Struggle: A Pragmatic Middle School Framework (http://www.readingonline.org/articles/art_index.asp?HREF=ash/index.html)
 - Literacy and Learning (grades 5-8) (<http://www.lpb.org/education/classroom/itv/litlearn/>)
 - Content Area Literacy Activities (<http://teach.fcps.net/talk/index2.asp?nav=content>)

Other Resources

- [South Carolina K-12 Curriculum Standards](#)
- [South Carolina Department of Education: Testing and Assessment -> Scores](#)
- [South Carolina Department of Education: School Report Cards](#)
- [National Assessment of Educational Progress \(NAEP\)](#) - the "Nation's Report Card."
- [Web Resources for Secondary Education](#) - a variety of content area resources
- [Literacy Matters](#) - designed to improve the literacy development of middle grades and secondary school students

Academic and Course Requirements

1. This course requires extensive interaction with your classmates and with your professor via the Internet. We will use various Internet tools to communicate with each other, including [email](#) (and email attachments) and a class discussion board on Blackboard. Often I will post your completed assignments on the web for sharing with the class.

2. Assignments will take several forms:

- work with an assigned partner(s), communicating via email and submitting your completed assignment to me. Such collaborative effort promotes learning.
- work either individually or with an assigned partner to apply the ideas and concepts

you are learning. This provides a reality check for ideas and an opportunity to develop them.

- interview another individual regarding concepts and ideas you are learning.
- a variety of other assignments

3. **Practicum:** You will spend a minimum of **twenty** hours in a field experience associated with this course. During that field experience you will observe and interview students and faculty about various literacy practices in your respective content area. See attached timesheet from. Specific practicum activities will be provided and will relate directly to the topics we are studying in class.

Administrative Course Requirements

1. You must have access to a computer which is connected to the Internet. As a student at USCA, you have 24-hour access to the various computer labs on campus.

2 All assignments should be turned in **on time**; a letter grade will be subtracted for each day an assignment is late. Assignments are due by midnight of the due date. At times you may be asked to revise and resubmit an assignment; these too must be resubmitted by the assigned deadline.

Evaluation

Evaluation of your performance in this course is *holistic*. "A" represents superior, exceptional work; "B" represents very good performance in completing all assignments; "C" represents average work overall; "D" represents below average performance. Your written assignments will be evaluated on their overall quality and thoroughness.

Other candidate Resources

1. Your instructor values good writing in this course. Please remember that the written work that you produce in this class can be included in your rising junior writing portfolio. For further information on the portfolio requirement, consult your USCA Undergraduate and Graduate Bulletin or visit Dr. Lynne Rhodes, Director of Writing Assessment, or Karl Fornes, Director of Writing Room.

2. USCA provides a Writing Center (CLAS 201) to assist you in your writing. The Writing Center is staffed by friendly USCA students who are expert writers and who have been trained as writing consultants. If you need extra assistance on any writing assignment for this class or any other class you are taking, please try the Writing Center. You may make an appointment or just drop in. Operating hours are posted on the door. The telephone number is 641-3262.

3. If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, B&E 126A, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.
