WILLIAM CAREY UNIVERSITY
“Let us….go on to maturity.” Hebrews 6:1

SYLLABUS: EDU 474 Reading in the Middle and Secondary School
Fall, 2012 (on-line enhanced) M LRS Room 117

INSTRUCTOR: Dr. June Hornsby (j.hornsby@wmcarey.edu)
Office Hours: Posted on Office Door 318-6140 (O)

TEXTBOOK: Moore, D.W., Moore, S.A., Cunningham, P.M. &
Cunningham, J.W. (2006). Developing readers and
writers in the content areas K-12. (5th ed.) New York:
Allyn and Bacon.

CATALOG DESCRIPTION:
Reading in the Middle and Secondary School: (Three Hours). The
development of reading skills in the content areas is explored. Emphasis
is on helping the middle and secondary school student read more
effectively.

COURSE DESCRIPTION AND RATIONALE:
This course is designed to familiarize middle and secondary school teachers with the
reading process as it applies to content area reading. Emphasis is placed on choosing
appropriate materials and developing lesson plans that help students read and learn from texts. It
involves extensive study of recent trends in reading in the content areas and related research.

Much of our present academic success depends upon how well we are able to read.
Teachers rely heavily on printed material in the classroom; therefore, it is important that they are
able to choose and utilize printed materials to promote both academic success and enjoyment for
all students.

This course is concerned with both cognitive and affective development and how the two
domains interact. Its aim is to teach preservice and inservice teachers how to better select
appropriate reading materials and approaches for their students. Since learning is a life-long
process, educators must instill the desire to grow and develop throughout life in our students.

LEARNING OUTCOMES:
The students will develop the following competencies as recommended
by the International Reading Association:
1. define and discuss the reading process as it relates to middle and
   secondary content instruction, INTASC, I and IRA, 1 & 6
2. use a variety of techniques of reading evaluation appropriate to the
   content classroom, INTASC, 2 & 4 and IRA, 9
3. use a variety of methods and techniques for adjusting the reading assignment to the
   level of the students, using differentiated instruction & use of assessment techniques.
   INTASC, 3 & 8 & IRA, 4
4. vary teaching strategies in the classroom, INTASC, 4 & 5 and IRA, 3
5. define and teach literal, interpretative and applied comprehension, INTASC, 6 & 7 and IRA 3
6. teach writing skills in meaningful, functional ways, INTASC, 2 & 7 and IRA 5 & 6
7. teach reference and study skills, INTASC, 4 and IRA 7 & 8
8. promote reading as a recreational activity, INTASC, 10 and IRA 4 & 12
9. foster enjoyment of reading and a supportive classroom environment, INTASC, 1, 7 & 9
   and IRA 1, 2, 11 & 12
10. plan for students from diverse cultural backgrounds, and INTASC, 3 and IRA, 9
11. instruct students with special reading needs. INTASC, 2 and IRA 10
ASSIGNMENT AND REQUIREMENTS

1. Three outside readings are required on topics listed on the class schedule. Readings should be from current journals. A complete APA style bibliography should be at the top of the page, followed by a one page summary (easybib.com). A critique of the article should be the final paragraph. The articles should be typed on the computer. They may be included in the dropbox as you complete them. They must all be finished by the last class.

3. Students will observe 16 hours in a reading class and then plan to teach four lessons. Lessons plans are to include the MS frameworks, competencies & objectives/common core. Reflections are to be written for each observation and participation in the classroom. The reflections should be ½ to 1 page in length, and you are to be descriptive and reflective in your writing. A packet of materials will be handed in at the last class meeting of classes. Using tabs in the following order include: (1) teacher evaluation sheet, (2) four lesson plans (3) reflections (4) and samples of students’ work (a total of 5 samples).

4. In the same notebook (at the end) include the vocabulary defined (list given in class) and the three journal articles.

5. Read The View From Saturday by E.L. Konigsburg and for each chapter (you may combine chapters 11 & 12) write a summary, explain an activity that could be used in the classroom, vocabulary that could be studied and any memorable quotes are to be included. Upload these assignments into D2L.

6. Each week follow the class schedule, read the assigned chapter in the text and upload the assignment into D2L.

EVALUATION:

93-100=A 85-92=B 76-84=C 70-75=D Below 70% = F

On-line assignments & last class meeting credit

Journal articles, vocabulary defined, A View From Saturday 50%

Portfolio of classroom experiences 50%

You are required to attend 75% of the classes in order to receive credit for the course (Undergraduate Catalog p. 67). For this 10 week class, you are allowed to be absent 2.5 times (25% of 10 weeks.). The weeks you do not post an assignment, you are counted absent. The first and last class meetings are also a part of the 10 classes.
AMERICANS WITH DISABILITIES ACT STATEMENT: Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and who require special accommodations should contact Mrs. Brenda Waldrip at 601-318-6188. Mrs. Waldrip is located in the Student Services Office in Lawrence Hall.

UNIVERSITY POLICY ON ACADEMIC INTEGRITY: William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The university places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could lead to suspension or dismissal from the university. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the university’s Policies and Procedures Manual and in the student handbook, The Lance.

DIASTER PLAN STATEMENT: In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader Watch, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.
CLASS SCHEDULE, Fall 2012
EDR 474  Reading in the Middle and Secondary Schools (On-line Enhanced)
Meets 1st class (Wed. Aug. 29) & last class (Oct. 31) LRS 117

Week 1  Introduction  
Aug. 29  Anticipation Guide: Every Teacher A Teacher of Reading  
        Characteristics of the learners  
        Example lessons: KWL, brochures & puzzles  
Ch. 3: Lesson planning/web/lesson planning

On-Line Assignments:
Week 2  Ch. 1: Content Area Reading and Writing
Sept. 5  Using the information about “academic identities” (pp. 13-17), discuss your own identity as a student and explain how this information is important for you as a teacher. (250 wds.) DROPBOX

Week 3  Ch. 2: Setting The Stage
Sept. 12  Describe from the information on pp. 29-33, “Settings influence literacy instruction,” what you consider effective teaching. Make connections to your own educational experience as a student. DISCUSSION

Week 4  Ch. 4: Reading Materials and Exhibiting Responses
Sept. 19  From the information in this chapter, choose some of the different types of materials you would like to use beyond the textbook with your students. Also explain how your students could respond and exhibit what they are learning. (250 wds.) DROPBOX

Week 5  Ch. 5: Comprehension
Sept. 26 their  Good teachers are more interested in “uncovering the mysteries and joys of subject” rather than teaching the textbook. Explain how you plan to implement former in your classroom. (Use some specific strategies from this chapter.) (250 wds.) DISCUSSION

Week 6  Ch. 6: Vocabulary
Oct.3  Consider the teaching strategies in this chapter and describe the ones you could use effectively in your classroom. DROPBOX (250 wds.)
Week 7  
Oct. 10  
thinking.”  
“Students who write about what they are learning are engaged in  
writing.” (250 wds.)  

Week 8  
Oct. 17  
Ch. 8:  Studying  
Studying is personal since all students learn differently. Discuss the  
strategies or study systems that you would like to present to your students to aid  
their study.  

Week 9  
Oct. 24  
Ch. 9:  Student Inquiry  
“Inquiry and research refer to the process of producing convincing answers  
interesting questions.” What kinds of research experiences do you want to  
provide for your students? Compare your experiences in school with the  
information given in this chapter. (250 wds.)  

Week 10  
Oct. 31  
Ch. 10:  Differentiating Instruction  
“Differentiating instruction means addressing the needs and strengths of  
learners.” Describe from this chapter “a climate of respect,” and choose  
the types of patterned poetry (pp. 277-279) and write your own poem.  
(Choose any topic.) (250 wds.)  

Discussion  

Last class meeting  
Each student will tell about their classroom experiences and share samples  
from their students.  
Portfolios are due (Title page, teacher evaluation sheet, four lesson plans,  
reflections and at least 5 samples of students’ work.)