
Marylhurst University Department of Education

Preparing professional educators who demonstrate excellence in teaching, commitment to social justice and courage in advocacy, through collaboration with students, families, and communities

**Master of Arts in Teaching
Winter 2017**

EDU 534A: Reading Essentials for Secondary Learners

Instructor: Kathleen Vincent, Ed.D

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This course pertains to:

Authorization Level

____ Early Childhood/Elementary
X Middle School/High School

Endorsement

____ ESOL
X Reading

Meeting Times: Wednesdays from 6:10-9:10pm on: 1/11, 1/18, 1/25, 2/1, 2/08, 2/15, 2/22, 3/1, 3/08, 3/15

Catalogue Course Description: This course reviews the skills and techniques for teaching reading comprehension to secondary students. The course includes an investigation of the current models and trends in reading comprehension, as well as the history of teaching reading. Candidates will examine their own development as a reader and explore issues related to reading difficulties experienced by adolescents.

Extended Course Description: Teaching reading comprehension should not end in the elementary grades. Middle and high school students require support and explicit instruction in reading strategies to promote critical reading skills as the reading difficulty increases from middle to high school. Mature, critical readers exit high school ready for college level reading, family wage earning literacy skills, and lifelong reading for information and enjoyment. These readers require skilled secondary teachers to guide them throughout grades 6-12.

Special attention to current longitudinal research indicates that students need considerable support, challenge and instruction to reach mature adult reading status. In addition to word reading ability (decoding), comprehension is influenced by fluency, vocabulary, background knowledge, socio-cultural context and motivation. Candidates will learn about challenges to learning to read for information, including dyslexia. Reading for the next century requires sophisticated levels of discrimination as the influence of the Internet and technology literacy requirements increase.

This course is designed to give aspiring MAT candidates and current practitioners the research, skills and strategies to ensure their students can

access content areas through reading, the ability to assess reading comprehension and determine when classroom intervention is appropriate and necessary. MAT candidates and current practitioners will exit class knowing what influences reading comprehension, how to conduct a screening assessment for comprehension, how to select and implement reading strategies for all learners and intervention strategies for learners who struggle, often represented in diverse learners such as students from poverty and students who are English Language Learners. MAT candidates will also exit this class knowing the importance of sharing student literacy abilities with families in a manner that will help families support their student. Specific content areas strategies for supporting readers will be explored to align reading as a cross-discipline skill.

Prerequisites:

Admission to the MAT program, MEd program, or License Only program

Required texts:

Alvermann, Donna; Phelps, Stephen; Gillis, Victoria (2009) *Content Area Reading and Literacy: Succeeding in Today's Diverse Classrooms 6th Edition*. Upper Saddle River, NJ. Pearson.

Beers, K. (2003) *When kids can't read: What teachers can do: A guide for teachers 6-12*. Portsmouth, NH. Heinemann.

Gallagher, K. (2004) *Deeper reading: Comprehending challenging texts, 4-12*. Portland, ME. Stenhouse.

Shaywitz, Sally. (2003). *Overcoming Dyslexia*. New York, NY: Vintage Books.

Textbook ordering will be through a virtual bookstore and the on-campus store will no longer be carrying textbooks. Find your textbooks at the virtual store: <http://bookstore.mbsdirect.net/marylhurst.htm>.

Marylhurst students have an opportunity for free shipping during the week of March 2nd through the 6th.

A portion of all MBS sales will benefit the university.

Essential questions:

- What makes a “good” reader? Am I a “good” reader?
- Can reading skill improve during a lifetime? (How can reading fluency/comprehension be enhanced?)
- Do we read all texts (literature, non-fiction, informational texts, academic texts) the same way?
- What “is” literacy? What is the relationship between literacy and critical thinking?
- What responsibility do non Language Arts teachers have in Middle and High School to ‘teach reading’?
- Will adding literacy instruction to my science, history, health, math (or other) class take time away from my content?

COURSE ALIGNMENT

Course Goal	Assessment	IDA Standards	TSPC, TSPC /InTASC Standard, Conceptual Framework
<p>1. The Candidate will be able to analyze the influences on reading comprehension and the major issues / key research in the field of reading comprehension.</p>	<ul style="list-style-type: none"> ▪ Self-evaluation/reflection ▪ Reflections, ▪ Research presentations ▪ Common Core Requirements Report ▪ Differentiation, Accommodation, and Advocacy presentations 	<p>A. Foundation Concepts: 1,2,3 B. Knowledge of Structure: 2</p>	<p>TSPC: (1b) Pedagogical content knowledge (1c) professional & pedagogical content knowledge</p> <p>(1) Learner Development: InTASC Standard #1 b</p> <p>(2) Learning Differences InTASC Standard #2 a, d, e</p> <p>(4) Content Knowledge InTASC Standard #4 j, k</p> <p>(5) Application of Content InTASC Standard #5 n</p> <p>Conceptual Framework: Professional Educator, Excellence in teaching, commitment to social justice, collaboration with students, families, and communities. 584-420-0016 Dyslexia Instruction Program Standards, Subsection 5</p>
<p>2. The candidate will be able to demonstrate assessment techniques and the interpretation of assessment in reading comprehension for secondary students</p>	<ul style="list-style-type: none"> ▪ Student Reader and Text Analysis (Content Reading Inventory and Diagnostic Report) ▪ Cloze reading procedure 	<p>E.5 Structured Language Teaching: Text Comprehension: 5,3,1</p>	<p>TSPC: (1b) Pedagogical content knowledge (1c) professional & pedagogical content knowledge</p> <p>(1) Learner Development: InTASC Standard #1 a</p> <p>(6) Assessment: InTASC Standard #6 g, k, l</p> <p>Conceptual Framework: Excellence in teaching, commitment to social justice, collaboration with students, families, and communities. E.5 Structured Language Teaching: Text Comprehension: 5,3,1</p>

<p>3. The candidate will be able to apply a variety of reading strategies to instruction or lesson design and evaluate a variety of content area reading strategies for appropriate inclusion in lesson design and instructional practice.</p>	<ul style="list-style-type: none"> ▪ Pre-, Guided-, and Post-reading activities ▪ DR-TA Presentation ▪ Vocabulary Development presentations ▪ Final Project: Unit plans integrating Literacy Instruction 	<p>E.5 Structured Language Teaching: Text Comprehension: 5,3,1</p>	<p>TSPC: (1b)Pedagogical content knowledge</p> <p>(1) Learner Development: InTASC Standard #1 b</p> <p>(7) Planning for Instruction InTASC Standard #7 a, b, c, h, k</p> <p>(8) Instructional Strategies InTASC Standard #8 e, f, h, k</p> <p>Conceptual Framework: Excellence in teaching, commitment to social justice E.5 Structured Language Teaching: Text Comprehension: 5,3,1</p>
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COURSE PURPOSE AND METHODOLOGY:

Purpose of the Course:

This course has 7 purposes:

1. To introduce and investigate what influences comprehension in secondary learners
2. To understand and critique major issues and key research in the field of reading comprehension.
3. To assess and analyze secondary learner comprehension in valid, reliable and practical ways for secondary teachers
4. To understand and demonstrate key strategies that support increasingly difficult text, especially informational text for secondary learners.
5. To understand the challenging context of the range of secondary learners, and differentiation instruction for struggling, on grade level, and highly capable learners.
6. To understand and demonstrate reading comprehension strategies that align best with specific content areas.
7. To understand the importance of sharing assessment and strategies with families who support individual students.

Methodology: This course involves MAT candidates in the follow types of activities:

- Current internet research with reliable sources.
- Observations and case studies to facilitate recognition of theory in practice
- Collaborative projects: Modeling team planning and teaching.
- Projects and essays: Activities designed to assist candidates in developing the knowledge, skills, and dispositions outlined for the course.
- Student Presentations: In-class activities that allow candidates to provide leadership.
- Lesson design.

COURSE REQUIREMENTS:

Candidates are required to:

- Demonstrate professionalism regarding academic responsibilities (e.g., attendance, meeting course deadlines, integrity regarding citations, etc.) Attendance in class is highly important, and is a professional responsibility.
- Demonstrate professional relationships exhibiting deep respect for others
- Demonstrate professional communication and behavior
- Demonstrate a learning attitude and growth mindset

Late work policy:

- Generally, all work is useful/meaningful during the class session for which it is required, so having work completed on time will enhance student understanding and engagement during class. This also allows students to be equal participants in any group work that happens during class.
- Sometimes there are emergencies beyond our control; please contact me if you have a reason to need an extension. Generally there is a 10% deduction per week for late work.

Course Outcomes Assessment Rubric				
Goal	Unmet	Emerging	Basic	Proficient
Goal 1: The Candidate will be able to analyze the influences on reading comprehension and the major issues / key research in the field of reading comprehension.	Candidate does not demonstrate understanding of components of reading comprehension and key research on the development of reading comprehension in adolescents. Candidate does not demonstrate understanding of literacy in all disciplines, nor issues of differentiation as applied to reading/literacy.	Candidate can summarize influences on reading fluency and understanding and key research on how to develop this in adolescents, but does not demonstrate comprehension or application to instruction. Candidate can summarize Common Core Standards but generally sees these as “only” Language Arts teacher’s jobs.	Candidate is able to demonstrate comprehension of the complexities of reading for adolescents and understands current research and is able to apply to instruction. Candidate can apply Common Core Standards to various disciplines and can identify when literacy is integrated into plans for non LA courses. Candidate understands a need to differentiate.	Candidate can integrate current research regarding literacy/reading comprehension into any discipline. Candidate considers all ability levels and individual needs/background in addressing literacy needs of adolescents. Candidate demonstrates the need for various reading strategies to aide students in all disciplines in order to meet the spirit of Common Core Content Standards.
Goal 2: The candidate will be able to demonstrate assessment techniques and the interpretation of assessment in reading comprehension for secondary	Candidate is not able to accurately assess the reading level of a text. Candidate is not able to accurately assess the reading level of a student. Candidate does not have	Candidate is able to describe assessment techniques for both text analysis and student reading analysis, but does not accurately interpret assessment results and/or	Candidate can use CLOZE procedure or Content Reading Inventory to accurately assess student comprehension. Candidate has limited ability to translate assessment data	(From InTASC standard #6, g, k, and l): Candidate will “effectively use multiple and appropriate types of assessment data to identify each student’s

students	intervention strategies for adolescents with reading comprehension difficulty.	effectively aide students in developing reading comprehension.	into useful / practical strategies for improving student comprehension in reading.	learning needs and to develop differentiated learning experiences” to enhance every student’s reading fluency and comprehension in both literary and non-literary texts. Candidate will “understand the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals” regarding reading comprehension and will select appropriate interventions and strategies for student use in reading various texts. Candidate “knows how to analyse assessment data to understand patterns and gaps in learning.”
<p>Goal 3: The candidate will be able to apply a variety of reading strategies to instruction or lesson design and evaluate a variety of content area reading strategies for appropriate inclusion in lesson design and instructional practice.</p>	The candidate does not understand the need to differentiate between various kinds of texts nor is able to offer examples of reading strategies that can be used before, during, or after reading any text. Candidate is not able to aide students in thinking about their own reading skill and what strategies might help improve it.	The candidate can describe various strategies, but is unable to identify which strategy would be appropriate for a given text. Limited ability to create a variety of strategies for students with various needs to successfully approach a given text. Relies on singular strategy when creating lessons, or does not address literacy instruction overtly in planning lessons. Candidate is not able to lead students in any metacognitive	The candidate is able to select appropriate strategies for a given text to aide students in reading comprehension. Candidate is able to offer more than one strategy, but is not yet able to comprehensively demonstrate opportunities for <i>all</i> students to improve fluency and comprehension in reading in various disciplines/genres. Candidate is able to model metacognitive practices for students in reading various	From InTASC standards 7 and 8: Candidate will “develop appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge and skill” especially connected to pre-, guided-, and post-reading activities in any discipline. Candidate will “engage all learners in developing higher order questioning skills and metacognitive processes” as

		processes regarding their own reading.	texts; asks some critical thinking questions but is not able to create opportunities for students to be metacognitive themselves nor to engage in critical thinking and problem-solving in approaching a difficult text.	they apply to reading comprehension. Candidate will “apply a range of developmentally, culturally, and linguistically appropriate instructional strategies” to various lessons including an overt focus on developing literacy in non-fiction and informational texts.
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EDU 534A: Reading Essentials for Secondary Learners Tentative Course Calendar Winter 2017			
Session & Date	Session Topic	Reading- Prior to class (Additional reading may be assigned)	Assignments due at the beginning of class
Session 1 January 11	Introduction: What makes a good reader? Who are we as readers? What influences reading comprehension? Reading as Thinking. “What is a math (or science, or health or PE or history) teacher doing in a reading class? Brief history of Reading Instruction presentation	Shaywitz-pgs.3-58	All work for this week will be done in class (!) but you may want to be thinking about the following: How do you characterize yourself as a reader? What are your earliest reading memories? What “scares” you most about needing to teach reading to middle or high school students?
Session 2 January 18	Reading Instruction and the dilemma for the middle and high school teacher. What does explicit instruction look like? Literacy as an Equity issue Common Core State Standards.	Chapters 1-2 Alvermann Chapters 1-2 Beers Chapter 1 Gallagher Shaywitz-pgs. 59-89	Polished version of “Myself as a Reader” assignment started in class Week 1
Session 3 January 25	Fluency and Comprehension. What DR-TA approach to teaching in the content area. How do you determine your students’ reading abilities?	Chapters 6-7 Alvermann Chapter 6, 10 Beers Shaywitz-pgs.93-130 Chapters 2-3 Gallagher	Generate possible topics for final project Common Core Requirements Report
Session 4	Practical Strategies for the classroom	Chapters 7-8 Beers	Finalized topic for final project

February 1	teacher; Critical Thinking in teaching reading	Chapter 4-6 Gallagher	Pre-Reading Strategies
Session 5 February 8	More Practical Application for the classroom teacher; Developing Vocabulary Instruction-Etymology, Instruction (Intro Structured Word Inquiry)	Chapter 8 Alvermann Chapter 9 Beers Chapters 7-8 Gallagher Shaywitz-pgs.198-247	Guided-Reading Strategies and Graphic Organizers Post-Reading Strategies
Session 6 February 15	Assessment: Classroom assessments, individual student reading assessment, assessing texts.	Chapter 4-5 Alvermann Chapter 3 Beers	DR-TA Presentation (with Vocab presentation)
Session 7 February 22	Reading beyond the concrete: Deeper thinking, “gumption” and reflection. What kind of students do we want to leave our classes?	Chapter 3 Alvermann Chapters 4-5 Beers Chapters 8-9 Gallagher Shaywitz-pgs.251-287	Content Reading and Diagnostic Report CLOZE Procedure
Session 8 March 1	Key issues and topics in Reading Instruction and Comprehension, Navigating Informational Text Work Session time	Chapter 9 Alvermann Chapters 13-14 Beers Chapter 10 Gallagher	Research Paper/Unit plans work session (Focus on Strategies & Application)
Session 9 March 8	Key issues and topics in Reading Instruction and Comprehension Multi-sensory instruction---does it have a legitimate role in the secondary classroom??	Shaywitz-pgs.288-344	Research Paper/Presentation (Focus on Strategies & Application)
Session 10 March 15	Presentations and any “tabled” or lingering questions		Final Project/Unit Plan

Marylhurst Writing Standards: Writing is one of the central activities through which students learn, communicate, and demonstrate learning. Academic writing differs from other forms of writing in that it usually:

- is appropriately narrow in focus,
- presents an argument based on sound critical thinking,
- draws upon and properly acknowledges the work of others, and
- presents new understanding in an organized fashion.

Unless otherwise indicated by the instructor, all writing in Marylhurst University classes, from electronic bulletin boards, to personal essays, to formal research papers, will be evaluated on the basis of Standard American English, quality, creativity, effectiveness of argumentation

and reasoning, and accuracy of information. In addition, academic writing will be evaluated on the selection and use of appropriate supporting material.

Documentation Style: Any information not original to the student must be cited in a recognized format—for example, APA, MLA, or Chicago—appropriate to the academic discipline. **Preventing Plagiarism:** Plagiarism is a form of academic dishonesty that occurs when a student uses information or material from outside sources without proper citation. Plagiarism is grounds for disciplinary action at Marylhurst. It is a student's responsibility to understand plagiarism and its consequences. Students should consult their instructor, their department chair, the Writing Center, or staff at Shoen Library if they have any questions about preventing plagiarism. Plagiarism occurs if:

1. The student doesn't cite quotations and/or attribute borrowed ideas.
2. The student fails to enclose borrowed language in quotation marks.
3. The student doesn't write summaries and paraphrases in his/her own words and/or doesn't document his/her source.
4. The student turns in work created by another person (e.g., another student, downloaded from the internet, etc.).

Students who submit or use their own prior work for a current course or work from one current course in another course without express permission from their professors may also be guilty of academic dishonesty.

Consequences: If it is determined that a student has plagiarized or engaged in other forms of academic dishonesty, the student will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action by the Provost. **Engaging in plagiarism and other forms of academic dishonesty can result in dismissal from the University.** For additional information, see “Academic Honesty” in the Marylhurst Catalog and “Conduct Code” in the Student Handbook.

Writing Resources: Marylhurst's undergraduate and graduate programs have adopted a writing handbook, Diana Hacker and Nancy Sommers' *A Writer's Reference*, 8th Edition, to help students develop their writing skills; it is available in the Marylhurst virtual bookstore. The 6th edition of the handbook can be accessed online at <http://bcs.bedfordstmartins.com/writersref6e/Player/Pages/Main.aspx>. Writing help is also available at the Marylhurst Writing Center that is located in the Shoen Library. Call for an appointment, 503.699.6277 or email writing@marylhurst.edu

Student Rights and Responsibilities: All members of the Marylhurst community are expected to act in ways that foster the university's primary function of education. Conduct that interferes with this educational responsibility will be dealt with directly.

Please refer to the Marylhurst University Student Handbook, for specific information about student rights and responsibilities, as well as the policies and procedures. The *Handbook* is available online at: www.marylhurst.edu/studenthandbook

For further information contact the Dean of Students at 503.534.4073 or deanofstudents@marylhurst.edu.

Need For Accommodations: Students who experience disabilities are encouraged to contact the Coordinator of Accessibility and Disability Services at 503.636.8141, ext. 3344; 1.800.634.9982, ext. 3344; or email adaservices@marylhurst.edu for assistance in requesting classroom accommodations.



- IMPORTANT NOTICE REGARDING ACADEMIC POLICIES -

Course Completion

Students are expected to complete all courses for which they register.

Dropping a Course: Students may drop a course without penalty until the published add/drop deadline.

Withdrawal From A Course: Students who encounter unexpected difficulties after the add/drop deadline may officially withdraw from the course through the Office of the Registrar through the last scheduled class meeting (or last class date for online courses) as per the Schedule of Courses.

Incomplete: An Incomplete (I) grade may be granted at the discretion of the instructor when:

1. No more formal instruction is needed;
2. At least 75% of the coursework (e.g., assignments, class participation) has been completed; and
3. The quality of work has been satisfactory; but
4. Some coursework cannot be completed before the grading deadline due to illness or unexpected circumstances beyond the student's control.

The Incomplete is granted for a period of one academic term.

For more information on course completion and other academic policies, see www.marylhurst.edu/registrar/policies.php or the Marylhurst University Catalog.

Welcome and Bio for Katie Vincent, Ed.D

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Katie Vincent spent the majority of her career as a classroom teacher, a library media specialist, and as an administrator for the Archdiocese of Portland. While completing her doctoral studies at Lewis and Clark College, she began working as a Clinical Practice Mentor at Marylhurst. Enthralled by the work, and committed to the education of future teachers and their students, she gradually took on more responsibility within the department. Today, she is a member of the Marylhurst University Education Department Faculty.