

**PEDU 530 Reading and Writing Instruction in the Content Areas  
3 Graduate Credits**

**Longwood University  
Syllabus and Schedule  
Fall, Aug. 21, 2020- Oct. 17, 2020**

**Hood Frazier, Professor in Residence, JMU  
Prince Edward County Schools  
Adjunct Professor Longwood University  
Co-Director Sunrise Learning Center  
Email: [fraziech@jmu.edu](mailto:fraziech@jmu.edu)  
Voice Contact: 434-390-6709**

**Office Hours: Online via email to arrange appointments by phone.**

**Required Text and Account:**

**Text: 1** McKenna and Robinson, *Teaching through Text: Reading and Writing in the Content Areas*, 2nd edition, Pearson, ISBN 978-0-13-268572-6

**Optional Text 2:** (Supplemental) Fisher, D., Brozo, W. Frey, N. and G. Ivey, *50 Content Area Strategies for Adolescent Literacy*, Merrill/Prentice Hall, ISBN0-13-174544-1 This is a great resource to use when planning assignments for your own teaching. Not required for the course.

All students enrolled in the class must have regular access to the McKenna and Robinson textbook. You can purchase your books through the Longwood Bookstore, or through a variety of online vendors such as amazon.com and half.com. All students are responsible for having their texts so they can begin the modules on time. Be sure to give the vendor sufficient time to ship your order, especially used text vendors. Late assignments will not be accepted because a student doesn't have the resources required to complete the assignment.

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**Course Description:** An introduction to teaching reading, comprehension and writing strategies in the content area to learners at different stages of development from intermediate grades to high school. Designed for teachers seeking initial licensure, recertification or an overview of this topic. 3 credits.

**I. Purpose:** To introduce prospective teachers to literacy strategies that improve comprehension, fluency, and content knowledge.

Teaching, scholarship, and professionalism encompass the highest standards represented in the five (5) core assumptions of accomplished teaching of the National Board of Professional Teaching Standards (NBPTS).

**NBPTS Core Assumptions:**

Teachers are committed to students and their learning.

2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.

4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

### **Course Goals and Outcomes:**

Upon course completion, candidates will be able to:

1. define content area literacy and describe the theoretical knowledge base behind it.
2. describe contexts that influence success in content area reading such as ethnicity, culture, language, cognitive, motivational, interest, textual, or social.
3. explain how to incorporate reading, writing, listening, speaking and visual representation in the content areas to provide students opportunities for both efferent and aesthetic response to content learning.
4. explain the impact instructional scaffolding and teacher modeling has on students' literacy skills and their understanding of text.
5. explain how wide reading in a variety of genres and at a variety of reading levels strengthens comprehension.
6. Identify a wide array of pre, during and after strategies for guiding comprehension of content concepts.
7. understand the importance of text structure and textual access features in understanding content area reading.

### **Skills:**

As a result of the assignments, the student will be able to:

1. demonstrate how to use a mixture of qualitative and quantitative factors to evaluate a textbook to determine the effectiveness of a text selection for student learning and implement direct instruction, adaptations, and alternate text when needed.
2. Use a wide range of instructional practices, approaches, and methods, including technology-based practices in various content areas, for learners at differing stages of development and from differing cultural and linguistic backgrounds.
3. prepare lessons using materials that facilitate comprehension by using instructional techniques such as K.W.L., Prep, reader's theater, and sketch to stretch.
4. prepare lessons using materials that facilitate active comprehension by using strategies such as prediction, scanning, questioning, connecting, inferring and synthesizing.
5. model learning tools such as graphic organizers, note taking, and concept circles
6. demonstrate cooperative learning strategies through the use of discussion circles, dialogue journals, think-pair-share, save the last word for me, fish bowl, and jig saw
7. Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.

### **Dispositions:**

As a result of the class discussions, readings and assignments, the student will be able to:

1. appreciate the critical role of literacy in a student's overall academic success.
2. appreciate the need to integrate the teaching of literacy in the content areas.
3. understand the importance of differentiating instruction to meet the needs of all students.
4. appreciate the importance of aligning course goals, state standards, and instruction.

5. appreciate the variety of challenges reading content area textbooks and nonfiction pose to students.

### **Course Structure and Student Expectations**

This fully online, asynchronous course is designed according to the six modules, introductory module and final exam outlined below. Each module will require a minimum of 6 hours for the review of content and completion of required activities, just as you would if meeting in a face-to-face class format. An additional 2-3 hours will be needed for the introductory module and final exam. Readings and ongoing assignments will require an additional investment of your time per week. This is a 15 week graduate class condensed into a much shorter time frame, so expect to invest a minimum of 113 hours in this course in order to be successful.

**Modules:** Each module will have a similar format for you to follow. They will include a film or short Youtube clip to view, an assigned reading selection from the textbook, a Discussion Circle role to complete and post online with a response to another class member's role, a quiz on the assigned reading, and a general posting about an education issue and 1 response. There is only one special assignments: Textbook Evaluation.

These must be posted by the designated date and so must the responses. Otherwise, you will lose points.

### **General Course Requirements & Policies:**

1. **Technology:**

You must have a computer with internet access in order to participate in this course and must be able to access Longwood's Canvas platform.

2. **Academic Misconduct:** Academic Misconduct, including plagiarism, has become a serious issue due to rampant instances by all levels of students. Students should note that all work will be thoroughly examined for instances of academic misconduct and plagiarism. Should evidence of either be found, the student will receive a grade of "0" on the assignment, and the incident may be reported to appropriate persons in the university. Students are strongly encouraged to use sites such as Turnitin.com to assess their work for evidence of plagiarism prior to submission.

Definition - The appropriation of passages, either word for word or in substance, from the writing of another and the incorporation of those passages as one's own in written work offered for credit. It is always assumed that the written work offered for credit is the student's own unless proper credit is given the original author by the use of quotation marks and footnotes or other explanatory inserts.

This includes the copying of laboratory reports and homework, or the unchanged use of the essential ideas or conclusions of such work, as well as the footnoted use of other themes, theses, books, or pamphlets. NOTE: Plagiarism may come about through carelessness or ignorance.

Every student, however, may free him/herself from uncertainties on this score by observing the special practice by each instructor for preparation of written work in his/her particular course.

**Cultural Diversity:** In keeping with the Longwood University Non Discrimination Statement, membership in our community of scholars obligates us to practice personal and academic integrity; respect the dignity of all persons; respect the rights and property of others; celebrate diversity, striving to learn from differences in people, ideas, and opinions; demonstrate concern for others, their feelings, and their need for support in their work and development. For more information or if you believe you have been subject to discrimination on the basis of sex or gender identity, please contact Longwood University’s Title IX Coordinator:

Jennifer Fraley, Associate Dean of Conduct & Integrity and University Title IX Coordinator  
 Office: Lancaster G-26;  
 Office Phone (434) 395-2490, Cell Phone (434) 808-9439  
 Email: [fraleyjl@longwood.edu](mailto:fraleyjl@longwood.edu)  
[www.longwood.edu/titleix](http://www.longwood.edu/titleix) [www.longwood.edu/studentconduct](http://www.longwood.edu/studentconduct)

**ADA Statement:** If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical disability access or accommodations should contact Disability Resources at 434-395-2391 (V); 800-828-1120 (TT Relay).

## II. Course Requirements

<p><b>Completion of “Getting Started” Requirements in <i>From the Instructor</i> Module 1: Before beginning Content. These must be completed during Week 1</b></p>	<p><b>Update your Profile and Set Notifications, Post Honor Code Agreement, Complete Personal Introduction</b></p>	<ol style="list-style-type: none"> <li><b>1. Update your Profile and Set Notification Preferences</b></li> <li><b>2. Discussion Board: Introduce Yourself</b></li> <li><b>3. Honor Code Agreement</b></li> </ol> <p><b>(If not completed by week 1: 10 points will be deducted from Final Grade )</b></p>
<p><b>5 Modules Require Participation in a Discussion Circle Role</b> so you will need to post a response to the reading and then to at least 1 other person’s post.</p>	<p><b>Weekly Discussion Board Activities:</b> 20 points for each Module includes Role Post and at least 1 Response to a group member’s post.</p>	<p><b>100 Points Total Maximum</b>        (Graded by rubric on the quality of post)</p>

<b>Completion of Reading Quizzes on Section Assigned Readings</b>	<b>6 Quizzes on Readings: 20 points each</b>	<b>120 Points Total Maximum</b>
<b>Textbook Evaluation Project</b>	<b>Complete Textbook Analysis</b> and post review in Discussion Board	<b>100 Points</b>
<b>Educational Issues Discussion Board</b>  <b>Post and Responses</b>	<b>Discuss educational issues</b> and make at least one comment to another class member's post Select any 4 to complete. 20 pts each	<b>80 Points Total Maximum</b>
<b>Final Exam:</b> <b>Part 1: Objective Section</b> <b>Part 2: Essay Section</b>		<b>120 Points (total)</b> <b>Part 1: 85 pts</b> <b>Part 2: 35 pts</b>
<b>Total Points Possible</b>		<b>520 Points</b>

### III. Course Information

#### A. Structure of Course

##### 1. Getting Started: "From the Instructor" Part 1

This is an introduction to the course and helps you negotiate the online version of the course as well as meet your other class members. It also will introduce you to the class requirements and assignments. This class is completely asynchronous, so you will need to be certain to post your assignments by the assigned dates in order to receive full credit and to help your other class post assignments on the required time line. If for some reason, you have a serious medical or personal emergency, you should contact your professor and your group members to explain the situation.

1<sup>st</sup> Unit Assignments: (Must complete the below BEFORE you continue in the modules)

1. Update your profile and set your notification preferences
2. Discussion Board: Introduce Yourself Post with an image and respond to at least one class member:
3. Post the Honor Code agreement and email it to me (I would like to see that you can access me through email also)
4. Personal Inventory: completion of inventory and then post online

**Modules:** Each module will have a similar format for you to follow. They will include a film or short Youtube clip to view, an assigned reading selection from the textbook, a Discussion Circle role to complete and an online response to another class member's role, a quiz on the weekly reading selection, and an opportunity to post on an education issue and then make a response to any other class member's post.. (You only need to complete 4 of these during the course) Credit is 10 points for the post and 5 points for the quality of your response to another class member's post.

The only Special Assignment is an analysis of a Textbook or Textbook Evaluation Project.

The Final Exam given during the last week of the course has an objective section (similar to the quizzes) and an Essay Section. All posts and responses must be completed during the designated week unless you've made other arrangements with your group and the professor.

- 1. The Discussion Circle Role and Responses (120 pts)** You must post a role (as described in the introductory sections of the course) in your Weekly Group's Discussion Board for each reading assignment identified in each weekly module and post at least one follow up response to at least one of your group member's posts. You only have to respond to one question from the Discussion Director or one Passage Master's passage or, the Connector's "Connections," the Artist's creation about the reading, or the researcher's extension of the text. Each Response to a class member's role should derive from a personal or professional experience. I would like to really see you forging connections from your own teaching or work experience or from your own experience as a student. If you have children, you might cite how the post relates to something you have seen in their educational development as well. Another option that will add to the quality of your response is if you cite other research that illuminates your class member's post in some way. I'm looking here for a thoughtful, informed response. I want to see the quality of your thinking in these.

You should post your role to the Discussion Board by the designated required date (Thursday midnight) and once your other group members have posted their roles, you should respond to at least one of their posts by Sunday midnight.

Discussion Roles should rotate among group members, so **NO PERSON SHOULD COMPLETE THE SAME ROLE TWICE** unless you've exhausted all the role opportunities.

- 2. The Reading Quiz: (120 pts)** Each weekly quiz must be completed by midnight on Sunday of the week it is assigned. They are worth 20 points each.

They will be short recall questions, short answer or True/False, Multiple Choice questions. These should not take long to finish and you may use your text to help you; however, they must be completed in the designated time allotted.

- 3 Educational Issue: (60 pts)** You may choose to respond to **any 4** of these and **make a response to 1 class member's post** each time you complete your post. The post and response should be completed by Sunday midnight. To keep pace, it is best if you post your initial reaction to the video and/or issue by Friday midnight, so you will have several responses to choose from and respond to. You can respond to anyone's post in the class.

- a. Their purpose is to encourage global thinking about content that is relevant for teachers and teaching. In your responses, feel free to comment by making connections to course readings (if relevant), to other courses that you have had, to personal experiences or to other sources that you feel help you articulate the thought or inform on the issue presented. Help broaden and "deepen" the discussion. Avoid a simple, "Yes, I agree." Or "No, I disagree" statement, instead explore your thoughts and feel free to argue for a position. Use these as opportunities to better inform yourself about issues that are important to teaching and learning.

- 4 **Textbook Evaluation Project: (100 pts)** The purpose of this assignment is for you to evaluate a textbook for its appropriateness for your content class. To complete this assignment, you will need to have access to a content area grade-level textbook to analyze. Approach the text as if you were a student in your class. (See the guidelines in the module).
- 5 **Final Exam: (120 pts)** This comprehensive exam has an objective section (85 points and an essay section (35 points). It is to be completed by the final week of the course. Once you begin the exam, you will have 3 hours to complete it.

## B. Course Requirements

**Late Work:** All course work **MUST** be completed by the designated date or points will be taken off. Since many of your assignments (Discussion Circles) are group-focused, you will be setting back your group if you post late. If for some reason, this is impossible because of a medical emergency or family issue, it is your responsibility to contact all group members and your instructor to explain the situation and work out an alternative plan.

**Grading:** I will post your points online when I finish assessing your products, so you know your standing in the course. Generally, I try to get to this once the week assignments are completed by Friday of the following week.

## Course Schedule

Title	Date	Class Activities	Assignments Due
<a href="#">Introductory Module: <i>From the Instructor section</i></a>	Week 1:	Complete “Getting Started” Requirements in “From the Instructor” Section <ul style="list-style-type: none"> <li>• About the instructor</li> <li>• Navigating this class</li> <li>• Course Overview</li> <li>• Read Course Syllabus and Class Schedule</li> <li>• Online Course Expectation</li> <li>• Plagiarism</li> <li>• Post academic honestly statement</li> <li>• Review Discussion</li> </ul>	Your Profile and Set Your Notification Preferences  Post academic honesty statement  Post personal introduction and image in the Discussion Board  Post the Personal Inventory (complete/incomplete)

		<p>Circle Roles Overview</p> <ul style="list-style-type: none"> <li>• Review Electronic Discussion Circle Rubric</li> <li>• Complete Personal Inventory</li> </ul>	
<b>Module 1: The Importance of Literacy.</b>	Week 2:	<p>Watch: Katie McKnight's: Content Area Literacy Strategies on YouTube.</p> <p>Readings: Chapters 1 and 2</p> <p>Post Discussion Circle #1 Role and one response.</p> <p>Complete Quiz 1 on chapter readings 1 and 2</p> <p>Watch: Youtube clips on Critical Literacy</p> <p>Perspectives on Education Critical Literacy #1: Discussion Board Completion – This is a “choice” assignment.</p>	<p>Watch: videos</p> <p>Read Chapter 1 and 2: <i>“Literacy in the Content Area”</i> and <i>“Literacy Processes”</i></p> <p>Post Discussion Circle Role #1 and post a response to a class member's role.</p> <p>Role post due by Thursday midnight, (20 pts) and a response post to a class member's role is due by Sunday at midnight.</p> <p>Complete Quiz 1 on chapters 1 and 2 post by Sunday at midnight. (20 pts)</p> <p>If selected, you should make this post by Friday midnight and post a peer response due by Sunday at midnight. (15 points)</p>

		You must complete 4 of these during the course. Post is worth 10pts and Response: 5 pts.	
<b>Module 2: The Students</b>	Week 3:	<p>Watch: <i>Strategies for Struggling Readers</i> and <i>Strategies for Teaching Culturally Diverse Students</i> on Youtube.</p> <p>Listen to podcast on <i>Reading in the Digital Age</i></p> <p>Readings: Chapter 3 and 4</p> <p>Discussion Circle #2</p> <p>Complete Quiz 2 on chapters 3 and 4</p> <p>Perspectives on Education # 2</p>	<p>Watch videos and listen to podcasts</p> <p>Read Chapters 3: <i>Getting to Know</i> and Chapter 4 <i>Teaching Diversity</i></p> <p>Post Discussion Circle Role #2 by Thursday midnight and post a response by Sunday midnight. (20pts)</p> <p>Complete Quiz 2 (20 pts) by midnight on Sunday.</p> <p>If selected: Post response to <i>Educational Issue #2</i> by midnight on Friday your response to a class member's post by Sunday midnight (15pts)</p>
<b>Module 3: Pre-reading Strategies</b>	Week 4:	<p>Watch: Video on Pre-Reading and ELL Students</p> <p>Readings: Chapter 5 and 6</p>	<p>Watch video</p> <p>Read Chapters 5: <i>Building Prior Knowledge</i> and Chapter 6 <i>Introducing Technical Vocabulary</i></p>

		<p>Discussion Circle #3</p> <p>Complete Quiz 3 on chapters 5 and 6</p> <p>Perspectives on Education # 3: The Finland Phenomenon</p>	<p>Post Discussion Circle Role #3 in DC #3 and post responses to each group member's post. (20pts)</p> <p>Complete Quiz 3 Due (20pts)</p> <p>Watch 4 Part Series on The Finland Phenomenon</p> <p>If selected: Post Response to the videos Module #3 Perspectives in Education Discussion Board by Friday and your response to a peer's post by Sunday midnight (15pts)</p>
<p><b>Module 4: Strategies for Guided Reading</b></p>	<p>Week 5:</p>	<p>Watch: Reading with a Purpose Lecture</p> <p>Readings: Chapters 7, 8, and 9</p> <p>Discussion Circle #4</p> <p>Complete Quiz 4</p> <p><b>Textbook Evaluation Project Due</b></p>	<p>Watch Lecture video</p> <p>Read Chapter 7: Making Reading Purposeful; Chapter 8 Reading Guides; Chapter 9 Providing Time to Read: When, Where, and How in <u>Teaching Through Text</u></p> <p>Post Discussion Circle #4 in DC#4 and post responses to a group member's post. (20pts)</p> <p>Due by Sunday midnight PM (20pts)</p> <p><b>Textbook Evaluation posted in Discussion Board: Analysis and</b></p>

		<p>Perspectives on Education #4: Standardized Testing</p> <p>Participate in Discussion Board on Standardized Testing</p>	<p><b>Checklist by Sunday midnight (100 ps)</b></p> <p>Watch 2 videos on Standardized Testing</p> <p>If selected: Post Discussion Board, post response to video by Friday midnight and 1 response by Sunday midnight. (15pts)</p>
<p><b>Module 5: Post Reading Strategies</b></p>	<p>Week 6:</p>	<p>Watch: How to Ask Good Questions: David Stork, Ted Talk OR What: Asking the Right Question</p> <p>Readings: Chapters 10 and 11</p> <p>Discussion Circle #5</p> <p>Complete Quiz 5</p> <p>Perspectives on Education #5: Examining the Issue of Teacher's Unions or Early Childhood Ed.</p>	<p>Watch video: How to Ask Good Questions or Asking the Right Question</p> <p>Read Chapter 10 Questioning and Discussion and Chapter 11 Reinforcing and Extending Content Knowledge in <i>Teaching Through Text</i>.</p> <p>Post Discussion Circle #5 in DC#5 by Thursday midnight and post a response to a group member's post by Sunday midnight (20pts)</p> <p>Due by Sunday midnight (20pts)</p> <p>Watch videos on Teacher's Unions (especially the debate)</p>

		Participate in Teacher Unions: Pro or Con or Early Childhood Ed. Discussion	or Early Childhood Ed. (Your choice)  Option: Participate in Discussion Board: Post Response by Sunday 11:30 PM (20pts)
<b>Module 6: Facilitate Learning Through Text</b>	Week 7:	Watch: Videos on Study Skills and Student Motivation  Readings: Chapters 12 and 13 No DC Role this week  Complete Quiz 6	Watch videos: Study Skills and one on Teacher Motiva  Read Chapter 12 Study Skills and Chapter 13 Student Attitudes in <u>Teaching Through Text</u> .  Complete Quiz 6: Due noon on Sunday (20pts)
<b>Week 8: Final Exam Due</b>	<b>completed by Midnight on Thursday</b>	Quiz Section: Part 1 Objective (2 hours) 85 pts Part 2: Essay (1 hour) (35 pts)	120 pts total

## Course Grades

**Grade**                      **Course Point Spread**                      **Percentage Spread**

A+ (Longwood does not grant A+)	520-510	100-98%
A	509- 484	97-93%
A-	483-468	92-90%
B+	467-453	89-87%
B	452-432	86-83%
B-	431-416	82-80%
C+	415-405	79-77%
C	404-380	76-73%
C-	379-364	72-70%
F	363-0	69-0%