Professor: Dr. Bickford, Assistant Professor
Office: Buzzard Hall 2441
Office Hours: 12-1 on M/W; 10-1 on T/Th; Or by appointment
Phone: Office: 217/581-7881
Email: jbickford@eiu.edu
Web Address: TBA (under construction)

Unit Theme: Educator as creator of effective educational environments: integrating students, subjects, strategies and societies.

Course Description: Techniques for providing appropriate reading instruction in proper sequence for students in grades sixth through 12.

Prerequisites & Concurrent Enrollment: ELE 3280 for general and middle school option; or permission of department chair. MLE3110, concurrent enrollment in MLE 3150 and 4760 s preferred. University teacher education requirements apply and department requirements for enrollment must be met.

Course Purpose: This course is designed to convey to middle school/secondary pre-service teachers the understanding that they have a serious responsibility to provide students with the instructional support necessary to comprehend content textbooks. To achieve this end, class members will become familiar with several perspectives of the reading process and will acquire multiple strategies for teaching the reading skills using content textbooks, reading textbooks, and other reading materials.

Course Textbook:

Teaching Model:
The Information-Processing Models
- Information-processing models emphasize ways of enhancing the human being’s innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.


Dispositions:
Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, and sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment

Live Text Assessment Requirement: For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards
Course Requirements and Demonstrated Competencies are Aligned with the Standards:
- Illinois Professional Teaching Standards: (IPTS)
- Illinois Core Technology Standards: (ICTS)
- Illinois Core Language Arts Standards: (ICLAS)
- Association for Childhood Education International (ACEI):
- http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc

Outcomes Specific to MLE 4280:
- Develop an enduring capacity to care, specifically, to care about the literacy needs of pupils by utilizing the content area classroom as a vehicle for teaching and extending the reading skills of pupils.
- Recognize that the vast range of individual differences in the middle school population requires a career-long dedication to acquiring, developing, and pursuing instructional strategies and resources which illuminate the essential concepts in each content field and enable pupils to read and comprehend textbooks and other reading materials literally, inferentially, and critically.
- Show their work in this class and will be judged on his/her ability to prepare a portfolio of teaching strategies for pre-reading, during reading, post reading, and study skills. Each student will teach a directed reading activity. In addition,
students will become familiar with a variety of reading materials and formulate a bibliography appropriate for use in the middle school class along with strategies for using these books in the classroom.

- Develop in each student a commitment for providing reading instruction in content areas classrooms.
- Provide students with an understanding of the reading process
- Provide for cultural diversity and provide curriculum for students with special needs.

Reading Teacher Standard 1:
Knowledge Indicators - The competent reading teacher:
1D. is aware of trends, controversies, and issues in reading education.
1F. understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.
1G. understands the differences between reading skills and strategies and the role each plays in reading development.
1H. knows a wide range of quality literature for students.

Performance Indicators - The competent reading teacher:
1I. adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, students with limited English proficiency), as well as those who speak non-standard dialects.
1J. locates, evaluates, and uses literature for readers of all abilities and ages.
1K. uses various tools to estimate the readability of texts.
1L. uses technology to support reading and writing instruction.

Reading Teacher Standard 3:
Knowledge Indicators - The competent reading teacher:
3A. knows State and national educational standards that are relevant to reading education.
3C. is aware of guidelines for the evaluation of curriculum material and instructional technology.

Performance Indicators - The competent reading teacher:
3F. participates in the evaluation and selection of instructional materials, including textbooks, trade books, materials for students with special needs, and technology.

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<tr>
<th>Course Requirement</th>
<th>Demonstrated Competencies</th>
<th>Standards (Illinois, ACEI Language Arts, Technology)</th>
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| Participation              | Participation includes presence in and contribution during class sessions and support of peers in group work.                                                                                                              | Standard 11: Professional Conduct and Leadership
ACEI: 5.1
LA: 1A., 1B., 1C., 2H. Dispositions: PEP, EC, SDE, IWS                                                                 |
| Internet Assignment        | Student uses skills and ability to search, locate, and use technology information on-line                                                                                                                                  | Standard 7: Communication
ACEI 3.1, 3.2, 3.3, 3.4, 3.5
LA: 2A., 2B. Tech: 1A., 1C., 1F., 2A. Dispositions: PEP, EC, IWS                                                                 |
| Traditional Exam           | Student demonstrates content knowledge of various components of middle school philosophy and the development of the pre-adolescent/                                                                                      | Standards 2: Content Knowledge
ACEI: 1; 4
LA: 2C., 2D., 2F. Dispositions: PEP, EC                                                                                           |
| Card file, notebook, and book talk | Student develops a notebook and card file representing diverse populations in the choice of literature. In addition, student plans for instruction by offering a creative book talk which reflects student’s understanding of alternative assessment. | Standard 3: Diversity
Standard 4: Planning for Instruction
Standard 8: Assessment
ACEI: 3.1, 3.2, 3.3
LA: 3B., 3F. Dispositions: PEP, EC, SDE, PTSL, IWS                                                                    |
<table>
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<tr>
<th>Course Requirement</th>
<th>Demonstrated Competencies</th>
<th>Weighted Assessment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation</td>
<td>Participation includes presence in and contribution to class sessions and support of peers in group work.</td>
<td>10% (20 points)</td>
<td>Ongoing</td>
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<tr>
<td>Internet Assignment</td>
<td>Student uses skills and ability to search, locate, and use technology information on-line</td>
<td>5% (10 points)</td>
<td>Week 2</td>
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<tr>
<td>Traditional Exam</td>
<td>Student demonstrates content knowledge of various components of middle school philosophy and the development of the pre-adolescent by taking an exam</td>
<td>10% (20 points)</td>
<td>Week 17</td>
</tr>
<tr>
<td>Books (contained in portfolio) &amp; Book Talks</td>
<td>Student develops a notebook representing diverse populations in the choice of literature. In addition, student plans for instruction by offering two creative book talks which reflects understanding of alternative assessment.</td>
<td>10% (Notebook: 5%, 10 pts; Book Talk, 5%, 5 points each)</td>
<td>NoteBook on Books: In portfolio (due week 16) Book Talks: Weeks 5 &amp; 13</td>
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<tr>
<td>Literature Circles (I and II)</td>
<td>The student understands the role of effective communication techniques through peer interaction in Literature Circles to foster active inquiry, collaboration, and supports interaction in the classroom.</td>
<td>20% (40 points total; 20 points each)</td>
<td>LitCircI: Week 3 LitCircII: Week 13</td>
</tr>
<tr>
<td>Response Journal (contained in portfolio)</td>
<td>The competent teacher is reflective and continually evaluates himself/herself through a response journal.</td>
<td>10% (20 points)</td>
<td>In portfolio (due week 16)</td>
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Reading Strategies (contained in portfolio) | Student develops a useable notebook of reading strategies demonstrating access to a variety of strategies and competent planning for reading in the content area classroom. | 5% (10 points) | In portfolio (due week 16)

Strategy Presentation | Student develops a lesson plan and presents an individual content area reading strategies in the classroom demonstrating knowledge and understanding of students’ needs for diverse accommodations | 5% (10 points) | Week 2-16

Article Review | Select a current (2000-) article to research regarding any component of reading, literacy, writing, etc. | 5% (10 points) | Week 15

Constructive Controversy (Research and participation) | Student actively participates in a group during Constructive Controversy unit. This includes, but is not limited, to reading, research, preparation, and discussion. | 20% (40 points) | Week 6 & 11

Grading Scale: A = 100-93%, B = 92-86%, C = 85-76%, D = 75-70%, F= Below 70%

Portfolio:
1. **Section on “Reading strategies”:** Student develops a useable notebook of reading strategies demonstrating access to a variety of strategies and competent planning for reading in the content area classroom. Student develops a lesson plan and presents an individual content area reading strategies in the classroom demonstrating knowledge and understanding of students’ needs for diverse accommodations. (You will present only one.) **10 points**

2. **Section on “Books”:** Student develops a notebook representing diverse populations in the choice of literature. You will construct and share summaries with peers; you will receive summaries from peers also. Thus, you will use summaries from what you read in both Lit Circles, from your book talks, and from your peers’ book talks. **10 points**

3. **Section on “Response Journal” (or “study packet”):** Student reflectively and continually self-evaluates through response journal (or study packet). **20 points**

Book Talks:
You will plan for instruction by offering two creative book talks, both of which reflect understanding of alternative assessments, literacy, reading strategies, etc. (You will present two, but these will be judged separately from portfolio.) **5 points each**

Journal Article Reviews:
Locate an article about advisory, exploratory, and/or academic enrichment in the middle school. The review will be a minimum of TWO typewritten pages (double-spaced). Please submit a copy of the article with the review.
- Type the complete citation using APA style.
- Write a succinct summary of the content of the article.
- Write your reaction to the article.
- Quality – grammar, spelling, punctuation, page length, etc.
Be sure to use appropriate journals such as Phi Delta Kappan, Educational Leadership, Middle School Journal. If you use an article from the Internet, you must have the author, where and when the article was published, and a copy of the entire article. I will email various articles which I find interesting, engaging, and significant. You may choose (but are not required) to use these.

Assignments
1. Participation | Ongoing
2. Internet Assignments | Week 2, 9/01
3. Book Talks | Week 5 & 13
4. Literature Circle:
   a. I | Week 3, 9/10
   b. II | Week 13, 11/19
5. Portfolio
   • Response Journal
   • Reading Strategies
   • Books
6. Reading Strategy Presentation | Week 15, 12/03 (or anytime prior)
7. Article Review | Weeks 6 & 11 (it “bridges” your Practicum!)
8. Constructive Controversy | Week 17, 12/14, 8-10:00 a.m.
9. Exam

Revised Spring, 2009
COURSE OUTLINE
(which is subject to change):

Week 1
Aug. 25, (Tues.) Discuss syllabus, assignments, teams, etc.
HW: Read Chapter 1; Response Questions; Internet Assignment (Due 9/01)
Aug. 27, (Thurs.) Chapter 1 – Reading Matters
Teams assigned
Groups assigned
Ordeal by Cheque
HW: Read Chapter 2; Response Questions; Internet Assignment (Due 9/01)

Week 2
Sept. 01, (Tues.) Chapter 2 – From Struggling Readers to Striving Readers
Student-Presented Reading Strategy
Internet Assignment due
HW: Read Chapter 3; Response Questions
Sept. 03, (Thurs.) Chapter 3 – Culturally and Linguistically Diverse Learners
Student-Presented Reading Strategy
Book Talk Selection
HW: Read Chapter 4; Response Questions

Week 3
Sept. 08, (Tues.) Chapter 4 – Assessing Students and Texts
Student-Presented Reading Strategy
HW: Prepare for Literature Circle #1
Sept. 10, (Thurs.) Literature Circle #1 (participation)
HW: Read Chapter 5; Response Questions

Week 4
Sept. 15, (Tues.) Chapter 5 – Developing Vocabulary and Concepts
Student-Presented Reading Strategy
HW: Read Chapter 6; Response Questions
Sept. 17, (Thurs.) Chapter 6 – Activating Prior Knowledge and Interest
Student-Presented Reading Strategy
HW: Read Chapter 7; Response Questions; Prepare for Book Talk #1

Week 5
Sept. 22, (Tues.) Chapter 7 – Engaging Students in Reading
Book Talk #1
Student-Presented Reading Strategy
HW: Read Chapter 8; Response Questions
Sept. 24, (Thurs.) Chapter 8 – Writing to Learn
Student-Presented Reading Strategy
Select Constructive Controversy topic(s)

Week 6
Sept. 29, (Tues.) Constructive Controversy Data Collection and Discussion Preparation
(I will have computers, but you can certainly bring your own laptop!)
HW: Read information; Reflect in your response journal which reading, learning, writing strategies you are using
Oct. 1, (Thurs.) Constructive Controversy Data Collection and Discussion Preparation
(I will have computers, but you can certainly bring your own laptop!)
HW: Read information; Reflect in your response journal which reading, learning, writing strategies you are using
Week 11
Nov. 03, (Tues.)  Constructive Controversy Discussions & Debates
HW: Reflect in your response journal what you learned, what might have improved Constructive Controversy unit, etc.

Nov. 05, (Thurs.)  Constructive Controversy Discussions & Debates
HW: Read Chapter 9; Response Questions

Week 12
Nov. 10, (Tues.)  Chapter 9 – Working Smart: Study Strategies and Guides
Student-Presented Reading Strategy
HW: Read Chapter 10; Response Questions

Nov. 12, (Thurs.)  Chapter 10 – Bringing Students and Text Together
Student-Presented Reading Strategy
HW: Prepare for Book Talk #2

Nov. 17, (Tues.)  Book Talk #2
Student-Presented Reading Strategy
HW: Prepare for Literature Circle #2

Nov. 19, (Thurs.)  Literature Circle II
Student-Presented Reading Strategy
No Homework! 😊

Week 13
Nov. 23 – Nov. 27  Fall Break – No Class

Week 15
Dec. 01, (Tues.)  Text Analysis:
Meet at Library
Participate in textbook analysis
HW: Read Chapter 11; Response Questions

Dec. 03, (Thurs.)  Chapter 11 – Learning with Trade Books
Article Reviews are due
Student-Presented Reading Strategy
HW: Read Chapter 12; Response Questions

Week 16
Dec. 08, (Tues.)  Chapter 12 – Learning with Electronic Books
Student-Presented Reading Strategy
HW: Study

Dec. 10, (Thurs.)  Construction of final exam
Student-Presented Reading Strategy
Portfolios are due

MLE4280 References
(the highly recommended ones are in bold)


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Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

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Revised Spring, 2009