Eastern Illinois University  
College of Education and Professional Studies 
Department of Early Childhood, Elementary, and Middle Level Education 
Teaching Reading in the Middle/Secondary Classroom 
MLE 4280 Course Syllabus 
Block II 
Spring 2008

Credit Hours {3}          Time:  Monday 7:00-9:30 p.m.

Instructor:  Mr. Clyde C. Self          Office Hours:  M 6:30-7:00 p.m.

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        clydeself@consolidated.net

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Unit Theme:  Educator as Creator of Effective Educational Environments; Integrating 
Students, Subjects, Strategies, and Societies.

Course Description:  As a reading methods class for middle school/secondary pre-
service teachers, this class provides appropriate reading instructional methodologies in 
the content area for grades 6-12.

Prerequisites:  MLE3110, concurrent enrollment in MLE4000,MLE3150,MLE4280, or 
permission of department chair.

Purpose of the Course:  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 perspective of the 
reading process and will acquire multiple strategies for teaching reading skills using 
content textbooks, reading textbooks, and other reading material

Teaching Model:  Inductive (Joyce and Weil, 1972).  This model, developed by Hilda 
Taba, was designed to help students improve their ability to categorize and to use 
categories.  Three cognitive tasks are included in this strategy:

   1.  Concept formation
   2.  Interpreting, inferring, and generalizing data.
   3.  Applying principles to explain new phenomena or predicating consequences.

This model was promoted specifically to develop, improve, and increase 
Thinking capacity.
Course Outcomes for All MLE Classes:
1. Develop a desire of lifelong learning in students and personally display one’s own desire for lifelong learning, including self-evaluation skills.
2. Demonstrate good communication skills.
3. Demonstrate/exhibit sensitivity to students’ of all feelings.
4. Demonstrate instruction to develop and utilize the cognitive processes by which pupils learn.
5. A knowledge of facts and an understanding of fundamental principles, ideas and relationships among various knowledge domains.
6. Demonstrate knowledge of past and present developments, issues, research, and social influences in the field of education.
7. Proficiency is required in planning and teaching directed reading lessons using a variety of instructional strategies.

Outcomes Specific for MLE 4280
1. Develop and enduring capacity to care, in particular about the literacy needs of all students by utilizing the content area classroom as a vehicle for teaching and extending the reading skill to the students you serve.
2. Recognize the vast range of individual differences at the secondary level requires dedication to acquiring, developing, and pursuing instructional strategies and resources as you become a life long learner. This will illuminated the essential concepts in each content field and enable pupils to read and comprehend textbooks and other reading materials literally, inferentially, and critically.
3. The students’ work in this class will be judges on his/her ability to prepare a portfolio of teaching strategies for pre-reading, during reading, post reading, and a 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.
4. Develop in each student a commitment for providing reading instruction in content area classrooms.
5. Provide students with and understanding of the reading process
6. Provide for cultural diversity and provide curriculum for students with special needs.
   1. Provide students with an understanding of the reading process.
   2. Provide students with an array of instructional strategies for teaching vocabulary, comprehension, and the reading study skills.
   3. Provide students with the opportunity to teach direct reading lessons in a content area in a public school classroom.
   4. Provide curriculum for special needs children and cultural diversity.
Course Requirements and Demonstrated Competencies are Aligned with the Standards:

**Illinois Professional Teaching Standards: (IPTS)**
http://www.isbe.net/profprep/CASCDvr/pdfs/24100_ipts.pdf

**Illinois Core Technology Standards: (ICTS)**
http://www.isbe.net/profprep/CASCDvr/pdfs/24100_coretechnology.pdf

**Illinois Core Language Arts Standards: (ICLAS)**
http://www.isbe.net/profprep/CASCDvr/pdfs/24100_corelangarts_std.pdf

**National Association for the Education of Young Children (NAEYC):**

**Association for Childhood Education International (ACEI):**
http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc

Supplemental Reading will be expected throughout, the semester. This will include whole class literature books that will be discussed about in length. These books will encompass a graphic novella: *Moby Dick* and novella *Holes*. Both of these novellas will be distributed by me as the semester progresses. As a whole class assignment, we will explore how to incorporate novellas into the classroom along with a basil reader. Students will learn the dynamics that are expected for students to know according to the latest ISAT reading material designed by the State for Illinois teachers as of March 2006. Students will also be expected to find outside reading material to bring forward to the class for discussions.

### Course Requirements/ Evaluation:

#### Attendance and Participation:

All students are expected to complete reading and assignments in a timely fashion so they can participate in class discussions and experiences. Attendance is expected and will be taken each class period, as a basic premise of professional educators in that attendance and participation are extremely important to the educational process. Excessive absences are cause for failure in this class. Because class only meets once a week, five points will be deducted for each absence from class. If class is missed, you are responsible for gathering the material that was presented the week earlier. **{50 points}**

#### Educational Talk:

Prepare for your educational talk in advance. You may use any resource that is current, within five years. The educational talk must focus upon an issue with reading. Follow the rubric design for giving your presentation and your written report. **{10 points}.**

#### Reading Strategy Lesson:

Teach a reading strategy lesson in class. Prepare an explanation and copy of your strategy for each class member the day of the presentation. Tell whether it is a before, during, or after activity or whether it is a study skill activity. Incorporate a handout that...
could include a graphic organizer, word map, semantic mapping, story webs, timeline, etc. {50 points}

**Trade Book/Graphic Novella:**

Students will be introduced to two novellas; a traditional trade novella book and a graphic novella. Both of these novellas will be discussed and used for the entire class to direct the different reading techniques that will be incorporated into class discussions.

Therefore, *Holes* and *Moby Dick* will be required reading material with specific dates for these books to be read. *Moby Dick* will be taught as a graphic novella and students will gain an understanding of how graphic novellas are utilized within a middle school classroom. Two exams will be issued for each novella. {61 points}

**ISAT Extended Writing Response:**

Students will be given a story in which they have to write an extended response. The extended response will follow the format set by the Illinois State Board in the area of reading. {20 points}

**Using Poetry in Middle School Curriculum:**

Students will be introduced to two different types of poetry. During class, there will be a lengthy discussion on how a teacher incorporates these genera into a classroom setting. Students will learn to interpret what the author is stating within the stanzas. As participants in class, it is required that students have an understanding and extensive background on both poems. These poems are “Stay Gold” found within the text of the book *The Outsiders* and “A Road Less Taken” used for goal setting.

**Portfolio:**

A submission of a portfolio will be required. Accumulate and assemble reading strategies for before, during and after reading. A binder needs to be submitted {40 Points}

**Utilizing Communications For Parents:**

Students will be exposed to several avenues to use when communicating to parents. One such tool is a Homework Hotline. Students will learn how to access and use a hotline with communications to the instructor. {10 points}.

**Examinations:**

Two major tests consisting primarily of objective items and short answer questions will be administered to access students understanding of course content, assigned reading, classroom presentations, and discussions. One test will be scheduled during the semester
as a mid-term and the other as a final exam. Both will be given according to the university’s calendar and schedule. \{166 points\}.

**ISAT Extended Writing Response:**

Students will be given a passage to read that will be timed. Then, students will write an extended response passage according to the state guidelines. This method will be explained in great detail during the semester with several practice exercises along with one graded piece before the final. The writing for this exercise will be expected to be written in cursive writing.

**Grading:**

All students are expected to complete reading and assignments in a timely fashion so that they can participate in class discussions and experiences. Assignments are judged on the quality of content, presentation (clearly written with no mechanical errors), organization, and use of references using APA manuscript style to support ideas. Students are expected to turn in only original work. Any work that is derived from published sources must include appropriate credit citations. A total of 407 points are possible for the course. The following rating scale will be employed. The requirements may change as the semester progresses. Therefore, the grading scale points may need to be modified for the changes that may come about during the progression of the semester. In this case, students will be notified in a timely manner as to the change.

**Grades**

407-378=A 93%
377-350=B 86%
349-309=C 76%
308-284=D 70%
283 and below is failing

**Break Down:**

- Educational Talk 10
- Directed Reading activity 50
- Literature Books:
  - Holes 25
  - Moby Dick 36
- ISAT writing activity 20
- Portfolio 40
- Internet Assignment 10
- Attendance 50
- Examinations
  - Mid-term 100
Required assignments:

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<thead>
<tr>
<th>Course Requirement</th>
<th>Demonstrated Competencies</th>
<th>Standards (Illinois, ACEI Language Arts, Technology)</th>
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| Participation/Attendance         | Participation includes presence in and contribution during class sessions and support of peers in group work. Students are expected to be in class according to the university's calendar.                              | Standard 11: Professional Conduct and Leadership  
ACEI: 5.1  
LA: 1A., 1B., 1C., 2H.                                      |
| Internet Assignment              | Student uses skills and ability to search, locate, and use technology information on-line. Students will be proficient in accessing a schools hotline communication system.                                                  | Standard 7: Communication  
ACEI 3.1, 3.2, 3.3, 3.4, 3.5  
LA: 2A., 2B.  
Tech: 1A., 1C., 1F., 2A.                              |
| 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.,                                             |
| Educational Talks                | The student will read and analyze professional articles and their implication to the teaching profession. Students’ writing will be evaluated by a rubric. Students will communicate their findings to the class along with a three paragraph explanation.          | Standard 3: Diversity  
Standard 4: Planning for Instruction  
Standard 8: Assessment  
ACEI: 3.1, 3.2, 3.3  
LA: 3B., 3F.                                                           |
| Literature Novella               | The student understands the role of effective communication techniques through peer interaction using Literature Novellas to foster active inquiry, collaboration, and supports interaction in the classroom.          | Standard 5: Learning Environment  
Standard 7: Communication  
ACEI: 3.4  
LA: 1B., 3A.                                                             |
| Response ISAT                    | The competent teacher is reflective and continually evaluates himself/herself through a response and understanding of the ISAT for extended responses.                                                               | Standard 10: Reflection and Professional Growth  
ACEI: 1, 2.1, 2.2, 2.3, 2.4, 2.8  
LA: 1A., 1D.                                                            |
| Portfolio/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/                                                                 | Standard 6: Instructional Strategies  
Standard 8: Information Literacy Skills  
(Technology Standard)  
ACEI: 3.1, 3.2  
LA: 1D. 3A.                                                                |
MLE4280 References


Reading strategies that assist content area reading. (nd). Retrieved October 24, 2005 From http://www.sarasota.k12.fl.us/sarasota/interdiscrdg.htm


ERIC Clearinghouse on Reading English and Communication. (ERIC Document Reproduction Service No. ED. 412506).


