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Office:               Buzzard Hall, Room 2201
Office Hours:   Tuesdays and Wednesdays 12:45 p.m. to 1:30 p.m. or by appointment.
Phone:    Office:  217/ 581-7890; Home/Cell:  217/254-4878
E-mail:      twcroy@eiu.edu
Web Address:  http://www.ux1.eiu.edu/~twcroy/

Unit Theme:
Educators as creators of effective educational environments, integrating diverse students, subjects, strategies, societies, and technologies.

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

Prerequisites:
ELE 3280 for General and Middle School Options: or permission of department chair. Concurrent enrollment with MLE 3150 and MLE 4760 is preferred.

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.

Text:

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.

Course Disposition:
Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning.

Outcomes Specific to this Course:
- 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.
- The students’ work in this class 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 area classrooms.
- Provide students with an understanding of the reading process.
- Provide for cultural diversity and provide curriculum for students with special needs.

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)

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

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

Course Requirements:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Demonstrated Competencies</th>
<th>Standards:(Illinois, ACEI Language Arts, Technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Participation includes presence in and contribution during class sessions and support of peers in group work.</td>
<td>Standard 11: Professional Conduct and Leadership ACEI: 5.1 LA: 1A., 1B., 1C., 2H. Dispositions: PEP, EC, SDE, IWS</td>
</tr>
<tr>
<td>Internet Assignment</td>
<td>Student uses skills and ability to search, locate, and use technology information on-line</td>
<td>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</td>
</tr>
<tr>
<td>Traditional Exams</td>
<td>Student demonstrates content</td>
<td>Standards 2: Content Knowledge</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Standards</td>
</tr>
<tr>
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<tr>
<td>Book talks</td>
<td>Student plans for instruction by offering a creative book talk which reflects student’s understanding of alternative assessment.</td>
<td>Standard 3: Diversity Standard 4: Planning for Instruction Standard 8: Assessment ACEI: 3.1, 3.2, 3.3 LA: 3B., 3F. Dispositions: PEP, EC</td>
</tr>
<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>Standard 5: Learning Environment Standard 7: Communication ACEI: 3.4 LA: 1B., 3A. Dispositions: PEP, EC, SDE, PTSL, IWS</td>
</tr>
<tr>
<td>Internet Assignment</td>
<td>The student will research five internet sites related to the reading process in their own subject area.</td>
<td>Standard 10: Reflection and Professional Growth ACEI: 1, 2.1, 2.2, 2.3, 2.4, 2.8 LA: 1A., 1D. (Technology Standard) ACEI: 3.1, 3.2 LA: 1D. 3A Dispositions: PEP, EC, SDE, PTSL, IWS</td>
</tr>
<tr>
<td>Notebook/Reading Strategies</td>
<td>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/</td>
<td>Standard 6: Instructional Strategies Standard 8: Information Literacy Skills (Technology Standard) ACEI: 3.1, 3.2 LA: 1D. 3A Dispositions: PEP, EC, SDE, IWS, PTSL</td>
</tr>
<tr>
<td>Strategy Presentation/Chapter Presentation</td>
<td>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</td>
<td>Standard 7: Communication Standard 9: Collaborative Relationships ACEI: 3.1, 3.4, 5.1 LA: 1D., 1E. Dispositions: PEP, EC, SDE, IWS, PTSL</td>
</tr>
<tr>
<td>Chapter Reviews</td>
<td>The students (groups) will be responsible for discussing a chapter of the text. The student will need to prepare a 1 to 2 page handout for each class member.</td>
<td>Standard 7: Communication Standard 9: Collaborative Relationships ACEI: 3.1, 3.4, 5.1 LA: 1D., 1E.</td>
</tr>
</tbody>
</table>
### Assignments/Descriptions/Weight:

<table>
<thead>
<tr>
<th>Core Assignments</th>
<th>Brief Description</th>
<th>Approximate Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Participate in class discussions on a regular basis is expected</td>
<td>11%</td>
</tr>
<tr>
<td>Tests</td>
<td>The exams will consist of multiple measures. Questions will be derived from lecture, assigned readings, videos and discussions.</td>
<td>33%</td>
</tr>
<tr>
<td>Literature Circle 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>22%</td>
</tr>
<tr>
<td>Book Talk</td>
<td>The student will plan for instruction by offering a creative book talk which reflects the student’s understanding of alternative assessment.</td>
<td>5%</td>
</tr>
<tr>
<td>Reading Strategies</td>
<td>The student develops reading strategies demonstrating access to a variety of strategies and competent planning for reading in the content area classroom.</td>
<td>5%</td>
</tr>
<tr>
<td>Notebook</td>
<td>Student develops a notebook representing diverse populations in the choice of literature.</td>
<td>20%</td>
</tr>
<tr>
<td>Chapter Reviews</td>
<td>Student will present to the class an overview of the chapters</td>
<td>2%</td>
</tr>
</tbody>
</table>
Course Requirements and Evaluation:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/participation</td>
<td>450-414 = A</td>
</tr>
<tr>
<td>Tests (3 @ 50 points each)</td>
<td>413-369 = B</td>
</tr>
<tr>
<td>Notebook:</td>
<td>368-324 = C</td>
</tr>
<tr>
<td>(book reviews 65 points, strategies 12 points, chapters 12 points)</td>
<td>323-279 = D</td>
</tr>
<tr>
<td>Literature Circle I</td>
<td>Below 279 = F</td>
</tr>
<tr>
<td>Literature Circle II</td>
<td></td>
</tr>
<tr>
<td>Book Talk</td>
<td>100-92 = A</td>
</tr>
<tr>
<td>Chapters</td>
<td>91-82 = B</td>
</tr>
<tr>
<td>Reading Strategy presentation</td>
<td>81-72 = C</td>
</tr>
<tr>
<td></td>
<td>71-62 = D</td>
</tr>
<tr>
<td>Total Points</td>
<td>Below 62 = F</td>
</tr>
</tbody>
</table>

Late Policy:
Due dates will be set for all assignments, one point shall be deducted for each calendar day that a paper or project is late. A 10% deduction will be assessed on all tests not taken on the assigned test day. That means tests taken early or late. No work will be accepted after Thursday, July 23, 2009.

Attendance and Participation:
Attendance and participation are essential. You MUST be IN class to participate. Take comprehensive notes.

Test:
There will be three tests based on assigned readings, classroom presentations, and discussions.

Notebook:
Create a notebook with a detailed Table of Contents, containing reviews of all books read and reported on by you class. You are required to read approved adolescent novels and report back to the class in a unique presentation.
* Organize your notebook by categories in ABC order by author, or title within the categories.
* A detailed Table of Content in mandatory.
* Possible categories might be:
  - Relationships
  - Problems adolescents face (death, drugs, pregnancy, alcoholism, gender identity, divorce, etc.).
  - Historical fiction/science fiction
  - Courage/adventure
  - Mysteries
  - Biography autobiograpghy
  - Sports, science, and other non-fictions books

Literature Circles I and II:
Literature Circle I: Read the chapter book your group was assigned, be actively involved in the literature circle discussions, and present a book talk with your group. You should present it in a unique way and give suggestions how your group could use these books in the 4 core content areas.
Literature Circle II: The book you read will be a book about a common theme within your group. Prepare a book talk with your group comparing/contrasting the commonalities with your group’s books. Discuss how these books could be used to enhance the 4 core content areas.

Book Talk:
* You will read an adolescent books and present it to the class.
* Prepare a brief description for each class member of each book with important information on the handout (title, author, ranking system, reading audience, synopsis, year publishing company, suggestions how you could use these books in the content areas – include mathematics, language arts, science, social science, etc.
* Select books you have not read before.
* Everything should be typed.
* Give a book talk using a unique way of presentation and a visual aid.

Reading Strategy:
Students will present an assigned reading strategy to the class. Assemble the reading strategies from the presentations made in class in your notebook. Categorize the strategy by pre, during, post, and study skills reading activity.

Chapter Outline:
The class will be divided into groups and will outline an assigned chapter and present the chapter to the class with a copy of the outline to each student.

Internet:
Locate 5 sites on the internet related to the reading process in your subject area and describe how you would use each in your classroom. Include these in your reading portfolio. List each site and write a paragraph

Tentative Schedule:

Week One:
- Discuss syllabus
- Q and A about syllabus
- Groups assigned
- Strategy assignments
- Book Talk Selections
- Ordeal by Cheque
- Select Literature Circle Book I
- Chapter 1 – Reading Matters
- Chapter 2 – From Struggling Readers to Striving Readers
- Chapter 3 – Culturally and Linguistically Diverse Learners
- Chapter 4 – Assessing Students and Texts

Week Two:
- Test #1 (Chapters 1-4)
- Chapter 5 – Developing Vocabulary and Concepts
- Chapter 6 – Activating Prior Knowledge and Interest
- Strategy Presentations
- Book Talk
- Literature Circle I
**Week Three:**  Chapter 7 – Engaging Students in Reading
Chapter 8 – Writing to Learn
Strategy Presentations
Book Talk
Literature Circle I

**Week Four:**  Literature Circle II
Book Talk

**Week Five:**  Chapter 9 – Working Smart: Study Strategies and Guides
Chapter 10 – Bringing Students and Text Together
Test #2 (Chapters 5-10)
Strategy Presentations
Book Talk
Literature Circle II

**Week Six:**  Chapter 11 – Learning with Trade Books
Chapter 12 – Learning with Electronic Books
Notebook due
Book Talk
Reading Strategy
Finish Presentations
Test #3/Final Exam (Chapter 11-12)
References:


