EDU 4281  Teaching Reading and Language Arts in Secondary Classrooms
New Course

1. Catalog Description:
   A. Junior/Senior Level Course
   B. Teaching Reading and Language Arts in Secondary Classrooms
   C. 3-0-3
   D. Offered F and S terms
   E. Rdg/LA Sec Clsrm
   F. A focus on the methods, materials and strategies used by secondary teachers as they meet the diverse needs of students. Emphasis will be on the utilization of reading, writing, speaking and listening integration within the curriculum.
   G. SED 3330/3100 or equivalent or permission of Department Chair Early Childhood, Elementary, and Middle Level Education
   H. Credit will not be given for both MLE 4280 and EDU 4281

2. Student Learning Objectives
   A. As a result of the course, teacher education candidates will:
      1. demonstrate their knowledge of and articulate the needs for literacy development to help middle school and high school students progress in all content areas. Illinois Language Arts Standard 1A. The competent teacher understands and can articulate the needs for literacy development in general and in specific disciplines or at specific grade levels.
      2. convey and demonstrate to students, parents and community the components of the reading process. Illinois Language Arts Standard 1A. The competent teacher understands and can articulate the needs for literacy development in general and in specific disciplines or at specific grade levels.
      3. demonstrate knowledge of past and present developments, research, and social influences in reading education. Illinois Language Arts Standard 1A and 1G. The competent teacher understands and can articulate the needs for literacy development in general and specific disciplines or of specific grade levels and uses a variety of “text” and research resources with students in an attempt to enhance student learning from reading, learning from writing, and learning from oral communication.
      4. plan and teach lessons in each content area demonstrating effective planning using various strategies relevant to the content area. Illinois Language Arts Standard 3B. The competent teacher understands how to use diverse instructional strategies and assessments that include an appropriate balance of lecture, discussion, activity, and written oral work.
      5. understand and demonstrate activities which will activate prior knowledge in students learning/understanding Illinois Language Arts Standard 1B. The competent teacher understands effective literacy techniques to activate prior knowledge and build schema to enhance comprehension of “text”.
      6. understand relationships between listening, speaking, reading and writing, and visual representations in print and from technological depictuations. Illinois Language Arts Standard 1B. The competent teacher can articulate the needs for literacy development in general and in specific disciplines or at specific grade levels.
      7. model effective speaking (including questioning) and reading skills. Illinois Language Arts Standards 2A and 2F. The competent teacher knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts and expresses ideas orally with explanations, examples, and support in a clear, succinct style.
      8. demonstrate knowledge of techniques to promote comprehension in all students Illinois Language Arts Standard 1B. The competent teacher understands effective literacy techniques to activate prior student knowledge and build schema to enhance comprehension of “text”.
      9. plan to meet the needs of all students regardless of ability or language orientation. Illinois Language Arts Standards 1C, 3B, and 3E. The competent teacher knows strategies and techniques for teaching communication skills to those students whose first language is not English, understands hot to use diverse instructional
strategies and assessments that include an appropriate balance of lecture, discussion, activity, and written and oral work, and conducts effective classroom discussions by managing groups, asking questions, eliciting and probing responses and summarizing for comprehension.

10. **demonstrate by reading, speaking and writing that candidates can write and speak in a clear and succinct manner, using standard English.** Illinois Language Arts Standards 2E and 2F  The competent teacher writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners and expresses ideas orally with explanations, examples, and support in a clear, succinct style

11. **assess student skills and abilities to better communicate** Illinois Language Arts Standard 3D  The competent teacher assists students whose communication skills may be impeded by learning, language, and/or cultural differences, especially those whose first language is not English.

12. **assess a variety of content materials including fiction, non-fiction books, articles and technology related sources found on the internet** Illinois Language Arts Standards 3A and 3F  The competent teacher understands how to analyze an audience to determine culturally appropriate communication strategies to share ideas effectively in both written and oral formats with students and their families, other faculty and administrators and the community and business in general and uses a variety of media to enhance and supplement instruction.

13. **demonstrate the ability to enhance critical reading and listening skills through questioning strategies and written and oral feedback.** Illinois Language Arts Standards 2H and 3C  The competent teacher listens well and analyzes content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking and listening.

14. **use a variety of classroom management models (i.e. lecture, groups, multiple intelligences, CRISS)** Illinois Language Arts Standard 3C  The competent teacher analyzes content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking and listening.

15. **supplement basic text materials with a variety of media** Illinois Standard 3G  The competent teacher uses multi-disciplinary instructional approaches.

16. **assist students in demonstrating use of information from disciplines to write narrative, persuasive, informative and descriptive text.** Illinois Language Arts Standard 2G  The competent teacher helps students understand a variety of modes of writing (persuasive, descriptive, informative, and narrative)

17. **understand and use a variety of instructional strategies to promote interdisciplinary connections across content areas.** Illinois Language Arts Standard 3C  The competent teacher analyzes content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking and listening.

18. **develop in students the desire for lifelong learning through the use of a variety of materials (periodicals, books, web)** Illinois Language Arts Standards 2C and 2D  The competent teacher models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts and reads, understands, and clearly conveys ideas from texts or other supplementary materials.

19. **understand the groups to which they are accountable (local, state, NCATE, professional content organization standards.)** Illinois Language Arts Standards 1D and 1E  The competent teacher practices effectively the language processes of reading, writing and oral communication in the daily classroom exchange between student and teacher, between student and student, between teacher and “text” and between student and “text” and practices effective literacy techniques to make reading purposeful and meaningful.

20. **use an array of instructional strategies for teaching reading.** Illinois Language Arts Standard 1F  The competent teacher practices effective questioning and discussion techniques to extend content knowledge acquired from “text.”

3. **Course Outline**  (Illinois Language Arts Standard numbers are included with each main topic)

**Week 1 (150 minutes)**

A. **Introduction: Processes and Principles of Content Reading Instruction (Standards 1A, 1E, 2A)**

1. Background of the Reading Process – preparing, reading, responding, exploring, extending
2. Preparation, Assistance and Reflection (PAR) Lesson Preparation: overcoming text problems, determining background knowledge and building background knowledge
3. Assistance: maintaining purpose and building comprehension
4. Reflection: evaluation, demonstrating learning, extending the reading experience and retention
5. Eight Principles for Content-reading instruction

B. **Teacher and Student Attitudes Toward Reading (Standard 3D)**

1. Student Attitudes
2. Cognitive Factors (energy, persistence, desire, determination)
3. Modalities of Learning (visual, auditory, kinesthetic/tactile)
4. Strategies for Affective Teaching (teacher inventory of attitudes and behavioral reading attitudes)

**Week 2 (150 minutes)**
A. Professional Accountability (Standard 1A)
   1. Illinois Teaching Standards
   2. National Standards in each Content Area
   3. NCATE
   4. Professional Organizations’ Standards
   5. Continued Professional Development of Teachers
B. Planning for Instruction (review of lesson planning taught in SED 3330)
C. Importance of Teaching Listening/Speaking Strategies in Secondary Classroom (Standards 1D, 1A, and 2E)
   1. Collecting Knowledge through Listening – listening process, aesthetic listening, efferent listening, critical listening
   2. Engaging Students Actively as Speakers – conversations, aesthetic talk, efferent talk, dramatic activities

**Week 3-4 (300 minutes)**
A. Learning with Resources (Standards 1G, 3C, 3F, 3G)
   1. Textbooks – evaluation and examination of secondary school content textbooks
   2. Literature (trade books) – read alongs, read alouds, characteristics of effective literature-based classrooms
   3. Technology – television, video, movies, computer, hypertext, instructional software, electronic notebooks, internet, e-mail, list serve
B. Thematic Units – determining unit objectives, goals, focus of unit, resources to be used in unit, deciding student activities and the sequence of the activities
C. Planning Across the Curriculum (mathematics, science, social studies, art, English, music, business, vocational, physical education)

**Week 5 (150 minutes)**
A. Determining Background Knowledge (Standard 1B)
   1. Readability of Written Materials - textual coherence, checklists, formulas, rule of thumb, Fry Graph
   2. Strategies for Assessment of Background Knowledge
   3. Assessing Background - cloze, maze, pretest, PreP, KWLL
B. Building Background Knowledge (Standards 1B, 3B)
   1. Schema Theory – incorrect prior knowledge, interests, and attitudes
   2. Story Structure – multi-text strategies, rewriting text
   3. Role of Prior Knowledge
C. Activities for Building Background – graphic organizers, anticipation guides, analogies

**Week 6 (150 minutes)**
A. Assisting Students to Comprehend (Standards 1B, 2D, 3B)
   1. Using Text Features to Facilitate Comprehension – mapping, DRTA, guided reading, patterns of organization
   2. Questioning Strategies – 3 level guides, higher order, QAR
   3. Comprehension Strategies – Venn diagrams, compare/contrast, pattern guide, reciprocal teaching
Week 7 (150 minutes)
A. Vocabulary Development (Standards 2D, 3B)
   1. Teaching Vocabulary as Preparation for Reading
   2. Strategies for Learning New Vocabulary – graphic organizers, cloze procedures, word maps, capsule vocabulary
   3. Context clues, structural analysis
   4. Reflecting on Vocabulary for Comprehension and Retention – word puzzles, categorization, graphic organizers

Week 8 – 9 (300 minutes)
A. Reflection in Reading: Critical Thinking and Evaluation (Standards 3A and 3B)
   1. Reflective Skills – problem solving and decision making
   2. Activities that Foster Reflective Thinking – brainstorming, TRIP cards, graphic organizers
   3. Evaluation – standardized tests, teacher/made tests, quizzes
   4. Authentic Assessment – portfolios, rubrics
   5. Rubric Development

Week 10 (150 minutes)
A. Writing to Learn (Standards 2C and 2G)
   1. Importance of Reading/Writing Connection in Content Disciplines
   2. Writing Process and Stages of Writing – prewriting, drafting, rewriting, editing, publishing
   3. Strategies – cubing, brainstorming, annotations, reflective writing, learning logs

Week 11 (150 minutes)
A. Study Skills (Standard 3A)
   1. Identifying Study Skills
   2. Assessing Study Skills – checklists, previewing
   3. Strategies for Teaching Study Skills – graphic information, pictures, acronyms, association, acrostics, rapid reading

Week 12 (150 minutes)
A. Meeting the Needs of all Learners
   1. Cooperative learning groups and dyads (Standards 1F, 3B, 3E)
      a. Building intrinsic motivation in students
      b. Types of groups and group decision making: jigsaw, think alouds.
      c. Activities – paired reading, extended activities, self-generated questions, oral cooperative groups
   2. Diverse Learners (Standards 1C and 3B)
      a. Identifying strengths and weaknesses of all learners including the at-risk, academically struggling, limited English, low socioeconomic, and gifted.
      b. Helping students make informed choices in literature selection

Week 13 – 14 (300 minutes)
A. Integration of Language Arts (reading, writing, listening, speaking) in all Secondary Content Areas (Standards 2A and 3B)
   1. Oracy: speaking and listening in content area instruction persuasion and propaganda, debates, oral reports, interviews, scriptwriting, theatrical productions, and note taking,
   2. Literacy: writing and reading in all subjects
      a. Formal - reports, letters, articles, stories
      b. Informal Writing
c. Reading all types of written material - books, journals, magazines, internet, brochures, posters, political cartoons, directions, rules
d. Language-Rich Classroom - physical arrangements, learning centers, multimedia and technology

3. Integration of the Arts into Content Area Learning Standards (2G and 3D) through the use of:
a. Visual Arts- creating illustrations to demonstrate learning
b. Music - using words and music to aid comprehension
c. Drama and Dance - enhancing understanding and learning
d. Oral and Written Literature - creating examples of current and historic poetry, folktales, and fables

**Week 15 (150 minutes)**

A. Professionalism/Planning (Standards 3A and 3D)
   1. Contrasting Models of Professional Growth
   2. Culturally Responsive Growth
   3. Role of Research in Personalizing Professional Growth

B. Linking Home, School and Community Resources (Standard 3A)
   1. School-Home Relationships – parent visitations, open houses, parent-teacher conferences
   2. Communication - sharing information in helpful ways
   3. Collaboration - school and home working together
   4. Community services and resources: tutoring

**Evaluation of Student Learning**

A. Oral Reading Strategy Presentation to Class (15-20 minutes), including a written Lesson Plan Illinois Language Arts Standards 1E, 2A, 2C, 2F, 2G, 2H, 3F; assigned week 2
B. Oral Presentation of Adolescent Novel (15 minutes) Illinois Language Arts Standards 1G, 2H, 3A, 3D, 3F; assigned week 4
C. Written Critique of 3 Research Studies of Secondary Content Reading Illinois Language Arts Standards 1A, 1G, 2A, 2C, 2D, 2E; assigned week 1
D. Written Evaluation of Secondary Content Textbook Illinois Language Arts Standards 1A, 2D, 3C; assigned week 2
E. Written Web-Based Listening/Speaking Project Illinois Language Arts Standards 1D, 1G, 3A, 3G; assigned week 13
F. Cooperative Learning Class Project Illinois Language Arts Standards 1C, 1D, 1F, 3B, 3E; assigned week 12
G. Three written exams (exams will include Multiple Choice, TF, Short Answer and Essay questions) Illinois Language Arts Standards 1A, 1B, 1C, 2A, 2E, 3A, 3B, 3D, 3F, 3G; weeks 6, 11, 16
H. Class Participation (includes written and oral participation) Illinois Language Arts Standards 1D, 2A, 2C, 2E, 2F, 2H

**Course Assessment**

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4. Implementation

A. Faculty: Dr. Gail Lockart, Dr. Grace Nunn, Dr. Barbara O’Donnell, and Dr. Mary Ellen Varble
B. Additional costs: No additional fees
D. Implementation date: Fall 2002

5. Rationale

A. Purpose and need: This course is designed to provide learning experiences for preservice teachers who are preparing to teach high school content areas. Secondary education majors are required to teach skills, concepts and strategies appropriate in meeting the needs of diverse learners in high school. At the present time, secondary majors are not required to take a content area reading course. A reading/language arts methods course for secondary preservice teachers is needed to meet state certification standards.

B. Justification of level of the course and prerequisites: This is a junior, senior level course for individuals who have met approval to take Teacher Education courses. The prerequisite is SED 3330/3100.

C. Similarity to existing courses: Although this course is similar to MLE 4280 Teaching Reading in Middle/Secondary Schools, presently the main objectives of the course focus on middle level interdisciplinary teaching. EDU 4281 is designed primarily for secondary preservice teachers. Prerequisites: SED 3330/3100 or equivalent or permission of Department Chair.

D. Requirement or elective: All students seeking secondary certification at Eastern will be required to take a reading/language arts course, MLE 4280 or EDU 4281 to meet the Illinois State Core Language Arts Standards for all teachers.

6. Community College Transfer

Because this is a senior level course, a community college course will not be judged equivalent to this course.

7. Date approved by the department 10/12/01

8. Date approved by the College or School curriculum committee 10/22/01

9. Date approved by CAA 11/15/01