WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: MAS 7652
COURSE TITLE: Reading in the Content Areas
COURSE CREDIT: 3 Credit

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>35</td>
<td>0</td>
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<td>70</td>
</tr>
</tbody>
</table>

The College of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

COLLEGE OF EDUCATION PROGRAM ATTRIBUTES

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

- Master knowledge-based course content.
- View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
- Remain attentive to contextual and cultural sensitivity;
- Engage in authentic participation, collegiality, and collaboration;
- Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
- Participate in an ongoing, developmental sequence of learning activities that support continuous improvement, experimentation and professional growth;
- Become involved in learning experiences that are standards driven, and;
- Utilize technology effectively.

INTASC Standards

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

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2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. The teacher understands knowledge of effective verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. The teacher is a reflective practitioner who continually evaluates the effects of h/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

I. **COURSE DESCRIPTION**

Theories about the reading process and reading to learn are explored. Emphasis is on practical strategies for acquiring knowledge through reading in a variety of subject areas. The relationship of listening, speaking, reading and writing, plus implications for instruction are included. Clinical observation and study of the reading behavior of a secondary student are required.

II. **PROGRAM COMPETENCIES**

As a candidate in this course, you will be expected to demonstrate mastery of the following program competencies: (Note: Program Competencies, Learning Outcomes, and Activities/Assignments included in this syllabus comprise the minimum to be covered in this course. However, additional Program Competencies, Learning Outcomes, Activities/Assignments may vary due to edition changes and/or faculty recommendations.

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Competency #1: Create learning experiences that make content meaningful to students, while reflecting an understanding of the core concepts and structure of education.

INTASC #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Learning Outcomes: Candidates will:
1.1 Demonstrate knowledge of language development and language literacy required for effective content area reading.
1.2 Demonstrate knowledge of reading as a process of comprehending, analyzing, and extending meaning from text.
1.3 Demonstrate knowledge of the reading skills of vocabulary, comprehension, and study skills.
1.4 Demonstrate knowledge of the interrelationship of reading and writing skills with listening and speaking.

Activities/Assignments: Candidates will:
1.1 Design and deliver demonstration lessons integrating before, during, and after reading activities.
1.2 Design and develop an instructional (self-checking) game that reinforces a specific reading/writing concept or skill

Competency #2: Provide learning opportunities that support the intellectual, social, emotional and physical development of students based upon an understanding of childhood development and learning.

INTASC #2 - The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Learning Outcomes: Candidates will:
2.1 Demonstrate knowledge of the importance of reading in the content area and the factors that affect reading in the content areas such as background of information, text structure, and context of the reading situation.

Activities/Assignments: Candidates will:
2.1 Apply background information to understand a text
2.2 Analyze the text structure of a secondary textbook

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Competency #3: Adapt instruction for diverse learners based upon and understanding of how students differ.

INTASC #3 - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Learning Outcomes: Candidates will:
3.1 Demonstrate knowledge of the nature and multiple causes of reading and writing difficulties.
3.2 Demonstrate knowledge of the patterns that suggest a need for additional support or outside resources, such as reading intervention, the reading specialist, ESOL specialist, special education resources, etc.

Activities/Assignments: Candidates will:
3.1 Design and present a lesson for teaching vocabulary within the context of a content area
3.2 Review a class profile and develop a plan to address issues related to diversity in the classroom.

Competency #4: Demonstrate proficiency in oral and written communication.

INTASC #6 - The teacher understands knowledge of effective verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.

Learning Outcomes: Candidates will:
4.1 Demonstrate proficiency in oral communication through classroom activities
4.2 Demonstrate proficiency and clarity in written communication appropriate to the expectations of the teaching profession.

Activities/Assignments: Candidates will:
4.1 Participate in oral presentations and group discussions, which model effective oral communication
4.2 Participate in the preparation of reflective writing activities, lesson plans, and a final exam which require clarity and proficiency in written communication

Competency #5: Create a learning environment that fosters active engagement, self-motivation and social interaction by understanding individual and group behavior.

INTASC #5 - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction.
active engagement in learning, and self-motivation.

**Learning Outcomes:** Candidates will:
5.1 Demonstrate knowledge of specific activities, which will keep students engaged and motivated in cooperative groups.

**Activities/Assignments:** Candidates will:
5.1 Integrate cooperative activities into lesson plan designs

**Competency #6:** Design instruction based upon knowledge of the disciplines, students, the community and Common Core State Standards to demonstrate knowledge of instructional planning.

**INTASC #7** - The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Learning Outcomes:** Candidates will:
6.1 Demonstrate knowledge of readability levels for classroom reading material noting the elements of text that determine complexity and difficulty
6.2 Demonstrate knowledge of strategies and techniques involved in global lesson planning

**Activities/Assignments:** Candidates will:
6.1 Compute and determine readability using various available formulas of content area classroom materials
6.2 Develop a lesson plan using a selection from content area text incorporating DRA, DRTA, or KWL

**Competency #7:** Apply a variety of instructional approaches that promote student thinking, understanding and application of knowledge.

**INTASC #4** - The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

**Learning Outcomes:** Candidates will:
7.1 Demonstrate knowledge of factors that affect and encourage content literacy

**Activities/Assignments:** Candidates will:
7.1 Compile a list of fiction, nonfiction, and online resources related to a content area

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Competency #8: Use multiple assessment strategies for the continuous development of students.

INTASC #8 - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Learning Outcomes: Candidates will:
8.1 Demonstrate knowledge of a variety of assessment tools

Activities/Assignments: Candidates will:
8.1 Develop rubrics or scoring criteria for assessing content area reading skills

Competency #9: Pursue opportunities to improve teaching and thereby enhance professional growth.

INTASC #9 - The teacher is a reflective practitioner who continually evaluates the effects of h/er choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Learning Outcomes: Candidates will:
9.1 Demonstrate an understanding of reflective for improvement in instructional delivery

Activities/Assignments: Candidates will:
9.1 Participate in self-evaluation and reflection following lesson presentations

Competency #10: Collaborate with colleagues, parents/guardians and other members of the community to support student learning and well-being, and demonstrate knowledge of the role of the school in the community.

INTASC #10 - The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Learning Outcomes: Candidates will:
10.1 Demonstrate knowledge of strategies that can be used in the home to support content area reading.
**Activities/Assignments:** Candidates will:

10.1 Develop a parent involvement plan including a variety of communication tools

**Competency #11:** Use educational technology as an instructional management tool.

**Learning Outcomes:** Candidates will:

11.1 Demonstrate knowledge of how computers can extend content understanding
11.2 Demonstrate knowledge of how and where to locate resources materials for use in content area instruction

**Activities/Assignments:** Candidates will:

11.1 Select, review and analyze the potential effectiveness of a piece of software targeted for content area instruction
11.2 Compile a list of fiction, nonfiction, and online resources related to a content area unit of study specific for a selected grade configuration.

**Competency #12:** Understand and maintain standards of professional conduct guided by legal and ethical principles.

**Learning Outcomes:** Candidates will:

12.1 Demonstrate knowledge of copyright issues

**Activities/Assignments:** Candidates will:

12.1 Participate in group activities reviewing and summarizing articles on copyright

**Competency #13:** Exhibit enthusiasm, vigor, strength of inner self, humor, fairness, and concern for students.

**Learning Outcomes:** Candidates will:

13.1 Demonstrate knowledge of ways in which to interact in a positive, resourceful and productive manner with classmates, colleagues, and associates.

**Activities/Assignments:** Candidates will:

13.1 Interact in class with colleagues while displaying a positive, resourceful and productive demeanor

**III. ATTENDANCE POLICY**

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**Wilmington University Policy:**
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

**College of Education Policy:**
“The educational process is a delicate one about which we know little, but it surely thrives on participation, enthusiasm, and responsibility.” Barker, R. (1964). *Big School, Small School.* (p. 202).

**College of Education Policy:**
In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignment.

**IV. STRUCTURED EXTERNAL ASSIGNMENT**

In written form, teacher candidates will prepare a unit of study which demonstrates knowledge of practical strategies which will empower students to acquire knowledge through reading, speaking, writing and listening in a variety of content areas.

Working alone or in collaboration with peers, students will design a unit of study. The final product should include, but not necessarily be limited to the following:

- An explanation of the unit selection
- A planning organizer
- A text set appropriate for addressing this unit with a variety of learners
- At least four projected learning activities and lesson plans including DRA/DRTA, vocabulary and graphic organizer
- Bibliography of fiction, nonfiction, and online resources related to the content area unit of study
- Scoring rubric/criteria for student’s work within the unit

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CECRAM DATA COLLECTION AND ANALYSIS

COURSE: MAS 7652

TITLE: Reading in the Content Areas

PROGRAM COMPETENCY 1: Create learning experiences that make content meaningful to students, while reflecting an understanding of the core concepts and structure of education.

PROGRAM COMPETENCY 4: Demonstrate proficiency in oral and written language.

EXTERNAL PROJECT: In written form, teacher candidates will demonstrate knowledge of practical, research-based strategies which will empower students to acquire knowledge through reading, speaking, writing and listening in a variety of content areas.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1 POINT</th>
<th>MINIMAL 2 POINTS</th>
<th>EMERGING 3 POINTS</th>
<th>PROFICIENT 4 POINTS</th>
<th>DISTINGUISHED 5 POINTS</th>
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<tbody>
<tr>
<td>1.0 Content: knowledge of practical, research-based strategies which empower students to acquire knowledge through reading, speaking, writing and listening in a variety of content areas.</td>
<td>The content of the research paper fails to respond to the topic in a well-developed manner.</td>
<td>Some of the content of the research paper responds appropriately to the topic, but lacks clear focus and sophistication.</td>
<td>Most of the content of the research paper responds to the topic in a well-developed, mature manner.</td>
<td>Almost all the content of the research paper responds to the topic in a sophisticated, well-developed manner.</td>
<td>The content of the research paper is well-focused and presents a sophisticated, fully-developed response to the topic.</td>
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<td>2.0 Research sources.</td>
<td>Insufficient sources are used and cited in developing the research paper.</td>
<td>A few sources, some of which are appropriate to the topic are used and cited.</td>
<td>Multiple sources, some of which are appropriate to the topic are used and cited.</td>
<td>Multiple sources, most of which are appropriate to the topic are used and cited.</td>
<td>Multiple sources, all of which are appropriate to the topic are used and cited.</td>
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<tr>
<td>3.0 APA format.</td>
<td>The writer fails to use and/or apply the conventions of APA format.</td>
<td>APA format is rarely followed throughout the document.</td>
<td>APA format is usually followed throughout the document.</td>
<td>APA format is almost always followed throughout the document.</td>
<td>APA format is consistently followed throughout the document.</td>
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<td>4.0 Writing mechanics, including grammar, spelling and punctuation.</td>
<td>The writing presents more than 8 mechanical errors.</td>
<td>The writing presents 6 to 8 mechanical errors.</td>
<td>The writing presents 4 to 5 mechanical errors.</td>
<td>The writing presents 1 to 3 mechanical errors.</td>
<td>The writing presents no mechanical errors.</td>
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<tr>
<td>AVERAGE SCORE</td>
<td>WEIGHT FACTOR</td>
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## DELAWARE STANDARDS FOR TEACHERS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>#1 – Content Knowledge</td>
<td>The teacher understands the central concepts and structures of the discipline and creates learning experiences that make the content meaningful to the students.</td>
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<tr>
<td>#2 – Human Development and Learning</td>
<td>The teacher understands how children develop and learn, and provides learning opportunities that support the intellectual, social and personal development of the student.</td>
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<tr>
<td>#3 – Diverse Learners</td>
<td>The teacher understands how students differ and adapts instruction for diverse learners.</td>
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<tr>
<td>#4 – Communication</td>
<td>The teacher understands and uses effective verbal and non-verbal communication.</td>
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<tr>
<td>#5 – Learning Environment</td>
<td>The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.</td>
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<tr>
<td>#6 – Planning for Instruction</td>
<td>The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and curriculum goals.</td>
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<tr>
<td>#7 – Instructional Strategies</td>
<td>The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding and application of knowledge.</td>
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<tr>
<td>#8 – Assessment</td>
<td>The teacher understands multiple assessment strategies and uses them to support the continuous development of the learner.</td>
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<tr>
<td>#9 – Reflection and Professional Growth</td>
<td>The teacher understands the importance of reflection on practice and actively seeks opportunities to grow professionally.</td>
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<tr>
<td>#10 – Professional Relationships</td>
<td>The teacher understands the role of the community in education and develops and maintains relationships with colleagues, parents/guardians, and the community to support student learning and well being.</td>
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<tr>
<td>#11 – Technology</td>
<td>The teacher understands the role of technology in education and uses technology as an instructional and administrative tool.</td>
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<tr>
<td>#12 – Professional Conduct</td>
<td>The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.</td>
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