

Sample Syllabus

Face 2 Face w Online Hybrid

EDU 508 – 2 credit hours

I Read It, But I Don't Get It:

Strategies for improving reading skills, Grades 6-12

Course description: *I Read It, But I Don't Get It:*

Strategies for improving reading skills, Grades 6-12

District will facilitate a professional development series for middle school and high school teachers, curriculum directors and administrators focusing on utilization of literacy best practices related to teaching reading comprehension. The course will also include a discussion of the Michigan Merit Curriculum, The Michigan Grade Level Content Expectations (6-8) and how reading strategies can be applied to the multiple genres of both narrative and informational reading.

The course will include opportunities for participants to:

- examine their own goals for teaching literature and enhancing content area reading skills
- discuss the current demands of English Language Arts and reading instruction
- review and discuss methods, techniques and issues in literature and reading for young people in middle and high schools
- examine the relationship of reading levels and their coloration to success on the Michigan Merit Exam
- develop an awareness of the needs, concerns and interests of today's young adult readers
- design lessons that serve the participants' goals and the various needs of students.
- study and discussion of *I Read It, But I Don't Get It* by Cris Tovani
- discuss the Michigan Merit Curriculum and Michigan GLCE and how to meet them through an integrated approach of multiple strategies
- study and sharing of best practices related to the teaching of reading comprehension

Prerequisites: None

Course goals:

The goals of the course are to provide curriculum directors, middle school teachers, high school teachers and administrators with the knowledge and skills to implement and support utilization of literacy best practices related to teaching reading comprehension.

In addition, the goals include:

- creating a region-wide community of adult learners who share a vision for best practice in reading comprehension.
- providing these adult learners with best practice strategies to facilitate student learning in the area of reading comprehension
- providing a forum for sharing best practice strategies presently implemented in their classrooms and buildings
- providing a forum for creating meaning from shared professional readings and other related information related to best practices in teaching of reading comprehension
- understand how to apply various strategies to meet the goals of a variety of reading genres and purposes

Learning objectives:

The learner will:

- share best practice related to teaching of reading comprehension
- participate in threaded discussions via. Blackboard reflecting on internet research concerning best practices in reading comprehension
- study and discuss shared professional readings related to best practice in teaching of reading comprehension
- study techniques for evaluating students reading levels
- develop new reading comprehension strategies to implement in the classroom

Required Materials/Text

Tovani, Cris. *I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers*. Portland, ME: Stenhouse, 2000.

Course Requirements

- Complete all required readings and prepare written reflections to prepare for in-class discussions.
- Complete and model lesson or professional development plan reflecting increasing reading comprehension in your classroom or school.
- Complete on-line assignments and participate in threaded discussions.
- Complete a written reaction paper based on a current professional article on reading literacy.
- Attend the Michigan Educators' Summit and write a summary of what was learned and how it will impact your profession.

General Methodology

Due to the nature, philosophy, and goals of the course, attendance is essential. The following methodologies will be used:

- Group discussion and analysis
- In-class presentations and demonstrations
- Online readings and threaded discussions
- Assigned readings
- Video clips
- Reflection sheets

Evaluation Criteria: Grade

Summary

The course grade will be a letter grade, minimum for an A is 90%, a B is 80%, a C is 70%, a D is 60%, and below is failing.

- Completion of all required readings and in-class reflections in preparation for discussion. 30%

Written reflections, will demonstrate thoughtful insight, draw logical conclusions, and raise questions connected to the issue improving reading strategies of all students.

- Completion and modeling of lesson or professional development plan 30%

Teachers:

Participants will prepare a lesson for in-class modeling, which demonstrates how they would incorporate one of the following tools into a lesson: Double-Entry Diaries, Comprehension Constructors or Coding Sheets. Individual lessons will be presented to the class and submitted in written form, with bibliography, to the instructor.

Administrators/Curriculum Directors and others:

Participants will prepare a professional development plan to enhance reading comprehension strategies for teachers in their school/district for the upcoming school year. The plan should include goals, activities, budget and a timeline. The plan will be presented to the class and submitted in written form to the instructor.

- Completion of on-line assignments and threaded discussions20%

Students must complete all required online research, submission of written summaries and/or related assignments, participate in threaded discussions, and respond to the discussion comments of colleagues. Six hours (6) hours documented online time required.

- Completion of written reaction paper based on current professional article...20%

Students will write a reaction paper where the first paragraph provides a brief overview of the article. Following paragraphs address the participant's reactions to the author's comments. The final paragraph contains connections on how the article impacts and/or has implications for teaching reading strategies to at-risk students. The article must be off copied and attached to the paper.

Approved district designed professional development courses may not substitute for regularly designed courses in degree programs unless determined by the respective department.

Syllabus Prepared By:

Name

Title

District

Course Outline

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I Read It, But I Don't Get It:

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Session 1 **4:00 – 7:30** **3.5 hours**

Introduction to the Realities of Reading

Course Overview

Blackboard Introduction and website resources

Discussion of Tovani book

Tovani (Thoughtful Reading) video pt 1 – "Teaching Struggling Readers"

Tovani activities

Discussion of Michigan's Content Grade Level Expectations

Discussion of Michigan Merit Curriculum

Narrative versus informational reading

Brainstorm/discuss objectives

Sample reading strategies

Session 2 **4:00 – 7:30** **3.5 hours**

Making the Connections

Discussion of *I Read It, But I Don't Get It* Chapters 1-3

Discussion of various pieces of literature from individual curricula

Tovani video (Comprehending Content) pt 1 – "Modeling What Good Readers Do"

Tovani activities (Discussion Questions)

Connections with Grade Level Content Expectations

Connections with Michigan Merit Curriculum

Testing – MEAP and MME

Session 3 **4:00 – 7:30** **3.5 hours**

Strategic Reading Support and Assessment

Discussion of *I Read It, But I Don't Get It* Chapters 4-5

Tovani video pt 3 (Thoughtful Reading) – "Engaging Students: Choice, Respect, and Talk"

Tovani activities

Discussion of using technology to help struggling readers

Discussion of assessment practices-whole class and individual learners

Discussion of assessment for learning and the work of Dr. Rick Stiggins

Session 4 **4:00 – 7:30** **3.5 hours**

How Do We Use It?

Discussion of *I Read It, But I Don't Get It* Chapters 6-7

Tovani video pt 4 (Comprehending Content) – "Synthesizing Complex Ideas"

Tovani activities – (Reading with a Purpose – Worksheet)

Discussion of best practice article

Correlation between the Michigan Merit Curriculum and the Michigan Merit Exam

Using differentiated instruction to enhance reading comprehension in content areas

Total hours: 27.5 contact hours

Session 5**4:00 – 7:30 3.5 hours****How Do We Use It?**Discussion of *I Read It, But I Don 't Get It* Chapters 8-9

Tovani video (Thoughtful Reading) pt 4 – "Making thinking Visible: Comprehension Tools"

Tovani activities

Lesson presentation

Develop a plan to implement tools provided in the Tovani book and videos to enhance reading comprehension in the classroom.

On-Line**10 hours**

Students must complete all required online research, submission of written summaries and/or related assignments, participate in threaded discussions, and respond to the discussion comments of colleagues. Ten hours (10) hours documented online time required.

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Tovani, Cris. *I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers*. Portland, ME: Stenhouse, 2000.

Tovani, Cris *Thoughtful reading — Teaching Reading to Adolescents*, Video series, Portland, ME: Stenhouse, 2003.

Tovani, Cris *Comprehending Content — Reading Across the Curriculum Grades 6-12*, Video series, Portland, ME: Stenhouse, 2004.

Stiggins, Rick *New Mission, New Beliefs: Assessment for Learning, Listening, Learning, Leading*. Video, Portland, OR: Educational Testing Service, 2006.