

UNIVERSITY OF CONNECTICUT

Neag School of Education

The Teaching of Reading in Middle and High Schools

EDCI 272

CATALOG DESCRIPTION

Methods of teaching reading to middle and high school students.

COURSE DESCRIPTION

The purpose of this course is to prepare prospective English/Language Arts teachers to effectively use reading material and methods as part of their classroom instruction. The methods and concepts outlined in the course will be applicable to middle and high school students of all ability levels—but with a particular emphasis on students who do not want to read or who struggle to read. Particular attention will be given to assisting students in English/Language Arts classes where the textbook and other materials are difficult for them to comprehend.

COURSE OBJECTIVES

Teachers will be able to:

- describe how reading and writing figure into the learning in the English/Language Arts,
- use pre, during, and post reading strategies that support learning in the E/LA,
- use the writing process to support learning in the E/LA, and
- assess students reading and writing needs.

ONLINE TEACHING & LEARNING

In addition to the objectives stated above, a special emphasis of this course will be to prepare English/Language Arts teachers who are equipped to use online teaching and learning tools (i.e., “new literacies”¹):

- 1) for their own professional development, and
- 2) to support pupil learning.

To achieve both elements of this purpose, you will acquire knowledge and skill in:

- Knowing the challenges that online learning can pose to pupils learning the E/LA;
- Accessing online resources for professional development and pupil learning;
- Using five online learning strategies for teaching and learning (*identifying problems, searching, evaluating, synthesizing, and communicating*);
- Understanding key online teaching strategies—such as *Internet Reciprocal Teaching*;
- Designing lesson plans and activities that integrate online instructional models as key features;

¹ For further information about “new literacies” initiatives at UConn, visit:
<http://www.literacy.uconn.edu/>

- Familiarizing/defamiliarizing yourself and pupils with the online communication tools commonly used for teaching and learning (e.g., *email, web pages, TaskStream, Wikipedia, blogs, etc.*)

COURSE TEXTS

Distributed throughout course.

COURSE OUTLINE

Week 1		
8.31	INTRODUCTION – Overview	<ul style="list-style-type: none"> • ‘Dashboard’ Metaphor • Internet Pre-Survey • Internet Scenario Prompts • Foundational Concepts & Terminology
Week 2		
9.7	TEXT – Readability	<ul style="list-style-type: none"> • See WebCT
Week 3		
9.14	TEXT – Text Structure	<ul style="list-style-type: none"> • See WebCT
Week 4		
9.21	TEXT – Genre/Discourse	<ul style="list-style-type: none"> • See WebCT
Week 5		
9.28	STUDENT – Declarative Knowledge	<ul style="list-style-type: none"> • See WebCT
Week 6		
10.5	STUDENT – Procedural Knowledge	<ul style="list-style-type: none"> • See WebCT
Week 7		
10.12	STUDENT – Conditional Knowledge	<ul style="list-style-type: none"> • See WebCT
Week 8		
10.19	MIDTERM EXAM	
Week 9		
10.26	TEACHER – Methods	<ul style="list-style-type: none"> • See WebCT
Week 10		
11.2	TEACHER – Materials	<ul style="list-style-type: none"> • See WebCT
Week 11		
11.9	TEACHER – Timing	<ul style="list-style-type: none"> • See WebCT
Week 12		
11.16	CONTEXT – Cultural Diversity	<ul style="list-style-type: none"> • See WebCT
Week 13		
11.23	LANGUAGE – Linguistic Diversity	<ul style="list-style-type: none"> • See WebCT
Week 14		
11.30	MEDIA – Digital Texts, Teaching & Learning	<ul style="list-style-type: none"> • See WebCT
Week 15		
12.7	CONCLUSION – Reflection	<ul style="list-style-type: none"> • See WebCT
Week 16		
12.14	FINAL EXAM	

COURSE EVALUATION

Teachers will turn in assignments at each class meeting, via email, or online courseware . Assignments not turned in on time will be lowered one letter grade for each day late. The evaluation for exams and peer teaching will be explained in class.

Course grades will be weighted as follows:

Attendance & Participation	20%
In-Class/Out-of-Class/Weekly/Clinical Activities	20%
Course Project	20%
Midterm Exam	20%
Final Exam	20%

Attendance & Participation

Attendance is expected at all class sessions. Prior to an absence, arrangements should be made for obtaining materials, assignments, and notes for the missed class session. One missed class—if arranged in advance—is permitted. Unarranged or unexcused absences drop the attendance grade one letter-grade for each occurrence. Arrive at class prepared to discuss readings. Active engagement in discussions and assignments will be recorded.

In-Class/Out-of-Class/Weekly/Clinical Activities

In-class, out-of-class, and weekly activities will include the completion of: surveys, small group tasks, in- and out-of-class assignments, projects, lesson plans, unit plans, observations (of class participation and peer teaching), and 'new literacies' activities and assignments.

Clinical activities will be assigned from time-to-time to complete specific activities within your clinic placement (e.g., making observations related to specific themes or working one-on-one with a student related to a specific skill or concept). These activities will be designed to enhance your understanding of teaching and learning within the context of English/Language Arts education. Details will be discussed during class.

Course Project

Because of the emphasis on "new literacies," as well as traditional print-on-paper literacy, a course project will be explained and developed throughout the semester. A project guide and rubric will be distributed in class.

Exams

A midterm and final exam will be administered on the dates scheduled in the course outline. A brief overview of key concepts and practices will precede both exams.

ACADEMIC INTEGRITY

If you have not already done so, please familiarize yourself with the following University of Connecticut academic integrity policy:

“A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned.

Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.”

All academic work conducted in this course must abide by this policy. For additional information see: <http://www.dosa.uconn.edu/>.