New Undergraduate Course Proposal Form

1. Department and Contact Information

<table>
<thead>
<tr>
<th>Tracking Number</th>
<th>Date &amp; Time Submitted</th>
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<td>2008-03-12 14:40:58</td>
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<tr>
<th>Department</th>
<th>College</th>
<th>Budget Account Number</th>
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<tbody>
<tr>
<td>Secondary Education</td>
<td>Education</td>
<td>0-1724-000</td>
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<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Pat Daniel</td>
<td>974-7310</td>
<td><a href="mailto:pdaniel@tempest.coedu.usf.edu">pdaniel@tempest.coedu.usf.edu</a></td>
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2. Course Information

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Full Title</th>
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<tbody>
<tr>
<td>LAE</td>
<td>4337</td>
<td>Teaching Reading in Secondary English Curriculum</td>
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<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Section Type</th>
<th>Grading Option</th>
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<tbody>
<tr>
<td>3</td>
<td>Class Lecture (Primarily)</td>
<td>Regular</td>
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Total Clock Hours | Abbreviated Title (30 characters maximum)

30 characters maximum

Tch Reading Sec Eng Curr

3. Justification

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

Required by the State of Florida for certification

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

Teacher candidates will learn how to administer a reading inventory and how to address a student’s strengths and weaknesses. Teacher candidates will receive feedback on their lesson plans, teaching strategies, and case study which will encourage their continuous improvement

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

Required by the State of Florida for certification
D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

Yes and the enrollment was approximately 15 students.

E. How frequently will the course be offered? What is the anticipated enrollment?

Fall and Spring semester, 15 to 20 students

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the nonsubstantive course change form regarding the course to be deleted to the Council secretary.)

No

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

Ph.D. in English Language Arts or related field.

4. Other Course Information

A. Objectives / Outcomes

Upon successful completion of this course, pre-service teachers will be able to: (a) plan and deliver a lesson using a before-reading strategy, a during-reading strategy, and an after-reading strategy, (b) administer a battery of assessments to gather data regarding a student’s literacy skills, (c) conduct a readability analysis on a textbook, (d) conduct a case study on a student, and (e) interpret data and develop an instructional plan.

B. Major Topics

Knowledge of language structure, function, and cognition for phonemic awareness, phonics, fluency, vocabulary, and comprehension. Knowledge of research-based practices as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery. Understands the role of assessments in guiding reading instruction and instructional decision making for reading progress of struggling readers. Role of metacognition in reading and learning. Use of interest inventories, literate environments, texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth.

C. Textbooks


5. Syllabus

Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is approved for submission.
The College of Education CAREs

The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow.

1. LAE 4337, Section 001, Teaching Reading in the Secondary English Classroom, 3 credit hours, Fall 2009, SOC 304
2. Instructor: Dr. Pat Daniel, Department of Secondary Education, College of Education, EDU 302M, 813-974-7310, pdaniel@tempest.coedu.usf.edu
   Office Hours: Mondays and Wednesdays 2:00 – 4:00
3. Course Description and Objectives
   Pre-service teachers will analyze the reading process; reading and study skills strategies to increase student achievement in reading.
   Course Objectives:
   • Pre-service teachers will prepare and present a lesson using before-, during-, and after-reading strategies.
   • Pre-service teachers will administer a battery of assessments to gather data regarding a student’s literacy skills.
   • Pre-service teachers will conduct a readability analysis on a book.
   • Pre-service teachers will conduct a case study on a student and write an in-depth report.
   • Pre-service teachers will interpret test results and develop an instructional plan.
4. This course does not satisfy a university-wide requirement.
5. Attendance Policy: Your active, engaged participation in this course is vital to the quality of your learning; we will spend a significant portion of class time making meaning through class discussions and applying knowledge learned in classroom experiences. Your commitment to this course is also a commitment to the learning community within this course. Accordingly, you are expected to be present and to participate in each class session. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting. Your attendance and active participation are worth 75 points.
6. Grading Policy: Grading in this course is based on points. It is possible to earn 1000 points and the number of points earned determines the grade.

<table>
<thead>
<tr>
<th>Possible Points per Assignment</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Class Participation 75</td>
<td>975 – 1000 = A+</td>
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<tr>
<td>Teaching Demo Lesson 200</td>
<td>940 – 974 = A</td>
</tr>
<tr>
<td>Readability Analysis 25</td>
<td>900 – 939 = A-</td>
</tr>
<tr>
<td>Test Administrations 225</td>
<td>870 – 899 = B+</td>
</tr>
<tr>
<td>Case Study 250</td>
<td>840 – 869 = B</td>
</tr>
<tr>
<td>Instructional Plan 50</td>
<td>800 – 839 = B-</td>
</tr>
<tr>
<td>Reading Group and Notes 75</td>
<td>770 – 799 = C+</td>
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</table>
Final Project 100

740 – 769 = C
700 – 739 = C-
670 – 699 = D+
640 – 669 = D
600 – 639 = D-
0 – 599 = F

7. Examination/Papers/Assignments:

- **Teaching Strategies:** You and two peers will prepare a lesson to teach to the class using Beers’ teaching strategies. You will select a short story (or other comparable, short piece of literature) that is appropriate for a middle or high school class and prepare a lesson for that story that uses explicit instruction and includes a pre-reading strategy, a during reading strategy, a post-reading strategy, and inference making. Your lesson should be between 50 to 60 minutes in length. As there are four components to the lesson, each person should lead either a before, during, or after-reading strategy, and each person should explicitly include inference making into his/her portion of the lesson. You will need to provide a copy of the short story and the lesson plan for each member of the class. The week after you teach your lesson to the class, your group will confer with the professor to discuss your lesson. This conference will either take place before or immediately after class that week. See Teaching Guidelines posted on Blackboard for more detailed criteria. This assignment is worth **200 points** and you will sign up for a day to present it.

- **Test Administrations:** You will administer each part of the Diagnostic Assessment of Reading (DAR) two (2) times prior to conducting your case study. You will turn in each administration with a brief written critique which includes: a table of the student’s scores; examples of errors; an interpretation of what the results mean for the student and for the teacher; and a statement of what you learned and what you know you need to learn. Each administration is worth 75 points, for a total of **150 points**. You will administer and interpret the Metacognitive Strategy Index, Interest Inventory/Reading Interview, and collect a writing sample one time prior to conducting the case study. Each administration is worth 25 points for a total of **75 points**. (See Blackboard for examples and for reporting guides.)

- **Case Study:** You will conduct a case study on one student. You will administer the Diagnostic Assessment of Reading (DAR), the Metacognitive Strategy Index, and a reading inventory, as well as collect a writing sample from the student. You will synthesize all of the diagnostic information and write an in-depth report interpreting your findings. This assignment is worth **250 points**.

- **NOTE:** This assignment is a Critical Task that must be uploaded onto Chalk and Wire on or before **November 18th**. (See below for more information.) A hard copy of your case study will be turned in, and an electronic copy will be uploaded to Chalk and Wire.

- **Instructional Plan:** Using data gathered from your case study, you will write one instructional plan for your case study student. The plan should organize and prioritize both your long-term instructional plan for the student and reference specific learning strategies (how you would instruct the student) from the Beers’ book and make clear connections to the case study data (why you would instruct the student this way). The instructional plan is worth **50 points**.
• **Readability Analysis:** Select a text that you would recommend to your case study participant (see below) and apply Fry’s Readability Formula. Write an analysis of your findings and include a copy of the text (or sample passages). This assignment is worth **25 points**. (See Blackboard for examples).

• **Reading Groups and Book Notes:** You will select a book or video series from the list of recommended texts to discuss in a small group. While reading, you will select the five points / quotes you believe to be the most important to share and to discuss with your group. The compilation of your notes (5 points / quotes from each chapter), a statement about the author (education, other works, etc.), and a brief critique of the text will be turned in on or before, the last night of class. Alternative options for compiling book notes may be proposed and will be discussed in class. Participation in the reading group and the compilation of your notes are worth **75 points**.

• **Application/Extension Final Project:** You will create and present a project that applies and/or extends the content of this course. A selection of project options includes, but is not limited to the following: revise a unit plan you have already created to include pre-reading, during-reading, post-reading, and inference strategies throughout the unit; meet with your case study participant to implement a portion of your instructional plan and write a reflection on your experiences; using at least two reading strategies, design and teach a lesson to middle or high school students; revise then teach your teaching strategies lesson to students in a middle or high school class and write a comparison-contrast reflection of the experiences; read an additional text from the recommended book list and write a detailed abstract to share with your peers (see Blackboard for an example); attend either FCTE or NCTE professional conventions and share highlights relating to literacy. Additional project proposals will be considered. The project is worth **100 points**. Students may elect to take a final exam in place of completing a final project.

8. **Academic Integrity/Academic Dishonesty:** Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally know to the public at large must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one’s own, segments or the total of another person’s work. Punishment for Academic Dishonesty will depend on the seriousness of the offense and may include receipt of an “F” with a numerical value of zero on the item submitted, and the “F” shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of F or FF (the latter indicating dishonesty) in the course. **CITE ALL SOURCES including internet sites used in lesson planning. When in doubt, cite.**

9. **Notetaking/taping of class lectures:** Students may tape record class meetings, but are not granted permission to sell such tapes.

10. **Course Outline and Assignments:**

    8/26  Introductions
        Define Reading and Literacy; Complete Reading Inventory
Pre-Reading Activities: Reading biography; Reading Ordeal; Inferences
Course Purpose, Overview, and Expectations

9/2  Beers’ Chapters 1-5 Discussion
Inferences Mini-lesson Demonstration
Explicit Teaching Model; Direct versus Scripted Instruction
Professor Models Reading Strategies Lesson (Model Demo Lesson)
Discuss NCTE’s Guidelines and the Reading Next Executive Summary

9/9  Beers’ Chapters 6-8 Discussion
Sign up for Reading Strategies Presentation
Diagnostic Assessment of Reading (DAR), Orientation to Materials
Template for Reporting and Interpreting

9/16 Reading Strategies Demonstration Lessons (2)

9/23 1st DAR Due
Debrief DAR administration and interpretation
Reading Strategies Lesson (1)
Fry’s Readability; MSI; Atwell and Burke Reading Interviews

9/30 Reading Strategies Lessons (2)

10/7 Reading Strategies Lessons (2)
Book Pass (Book of Choice for Reading Groups)

10/14 2nd DAR, MSI, Inventory, and Writing Sample Due
Debrief
Reading Strategies Lesson (1)
Beers’ Chapters 9-12 Discussion
Most Important Concept mini-lessons
Sign Up for Reading Groups

10/21 Beers’ Chapters 13-15 and Appendices Discussion
Rosenblatt’s Transactional Theory of Reading
Repeated Readings
Schema Theory
Meet with Reading Discussion Groups

10/28 Reading Strategies Lesson (1)
Reading Discussion Groups

11/4 Reading Strategies Lesson (1)
Reading Discussion Groups
Case Study Q&A and Practice

11/11 NO CLASS: Veteran’s Day
Online Reading Discussion Groups

11/18 CASE STUDY DUE: 3rd DAR; MSI; Reading Inventory; Fry Readability with
Book Recommendation; Writing Sample; Instructional Plan; and Appendices Due (Hard copy due to professor; upload electronic copy to Chalk and Wire)
Share Findings/Insights/Learning from Case Study
Reading Discussion Groups

11/25  NO CLASS: Happy Thanksgiving!

12/2  Final Project Presentations
      Reading Discussion Groups (if needed)
      Return to Reading and Literacy Definitions: Activity

12/9  Book Notes Due; Project Presentations continued (if needed)

11. **ADA Statement:** Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

12. **Detection of Plagiarism:** The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to Turnitin.com. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. For more information, go to [www.turnitin.com](http://www.turnitin.com) and [http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism](http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism). Any evidence of academic misconduct may result in a course grade of **F**.

13. **Emergency Protocol:**
   In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

14. **Course Documents on Blackboard:**
   Students are expected to regularly check Blackboard for announcements, assignment information, and course documents. **Students are required to print all weekly course documents and bring them to class.** Postings to Blackboard will often be available a week ahead of time and no later than Monday evenings for class on Wednesdays. Extra copies of handouts and course documents will generally not be available in class. Be sure to secure your own copies. **Check Blackboard and Email Daily.**

15. **Chalk and Wire**
   All students are now required to build an **e-portfolio** using Chalk n Wire, an on-line service adopted by USF’s College of Education. Detailed information is available on the SSE website, [http://www.coedu.usf.edu/main/departments/seced/SocialS/SSEePortfolio.htm](http://www.coedu.usf.edu/main/departments/seced/SocialS/SSEePortfolio.htm). There you will find details about purchasing the access code and becoming acquainted with many features for building the FL DOE required portfolio. The case study for this course is
one of your program’s Critical Tasks and must be submitted onto Chalk and Wire on or before November 18th.

16. **Required Textbook:**

**Recommended Textbooks: (For Reading Groups and Book Notes Assignment)**


**Recommended Media (Free video resources courtesy of Annenberg Media accessible at [www.learner.org](http://www.learner.org).)

*Conversations in Literature* - Workshops 1-8 (Responding as Readers; Envisioning; Stepping In; Moving Through; Rethinking; Objectifying the Text; Stances in Action; Returning to the Classroom)
Preprofessional Benchmarks for the Accomplished Practices

Practice #1 -- Assessment: The preprofessional teacher collects and uses data gathered from a variety of sources. These sources will include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the student’s instructional plan with their cognitive, social, linguistic, cultural, emotional, and physical needs.

Practice #2 -- Communication: The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

Practice #3 -- Continuous Improvement: The preprofessional teacher realizes that she/he is in the initial stages of a life-long learning process and that self reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increase as time passes. The teacher’s continued professional improvement is characterized by self reflection, work with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

Practice #4 -- Critical Thinking: The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively.

Practice #5 -- Diversity: The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies [such] as acceptance, tolerance, resolution, and mediation.

Practice #6 -- Ethics: The preprofessional teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Practice #7 -- Human Development and Learning: Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

Practice #8 -- Knowledge of Subject Matter: The preprofessional teacher has a basic understanding of the subject matter and is beginning to understand that the subject is linked to other disciplines and can be applied to real world integrated settings. The teacher’s repertoire of teaching skills include a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

Practice #9 -- Learning Environments: The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and is working to increase knowledge and skills.

Practice #10 -- Planning: The preprofessional teacher recognizes the importance of setting high expectations for all students. The preprofessional teacher works with other professionals to design learning experiences that meet students’ needs and interests. The teacher candidate continually seeks advice/information from appropriate resources including feedback, interprets the information, and modifies her/his plans appropriately. Planned instruction will incorporate a creative environment and utilize varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

Practice #11 -- Role of the Teacher: The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

Practice #12 -- Technology: The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.