Muskingum College
Office of Graduate and Continuing Studies
Course Syllabus
Fall, 2003

Course Title: Special Topics: Content Area Reading in the Middle Grades (Pre-Adolescent Reading Instruction - PARI Project)

Course Number: EDUC 580:60 - may be completed for 2 or 3 semester credit hours

Credit Hours: 2 or 3 semester hours, depending on instructional hours completed

Prerequisites: None, other than enrollment in the Pre-Adolescent Reading Instruction Project sponsored by MVESC

Project Director: Linda Martin, Muskingum Valley Educational Service Center

Instructors of Record: Dr. Polly Collins and Dr. Linda Morrow, Muskingum College

Additional Presenters: Lynn Copeland, Dr. Sandy Long, Dr. Diane Longstreth, Linda Martin, Dr. Lorrinda Saxby, Dr. Judy VanVoorhis


I. Conceptual Framework: To serve and to lead: A community of learners in an interconnected world.

II. Catalog Description: Special topics courses are courses designed to meet regional, district, or building-specific needs through the provision of contemporary research, theory, and practice in emerging priorities in P-12 education. Regional, district, or building level staff work with a college instructor to develop, implement, and assess the course provided in an off-campus site at times that are convenient for educators. The courses range from one to three semester hours of credit and are offered at a discounted rate.

III. Professional Standards: Ohio P-12 Language Arts Academic Content Standards, National Staff Development Council Guidelines, INTASC principles

IV. Learning Outcomes:

A. Knowledge: The students will demonstrate an understanding of the 5th and 6th grade reading standards, benchmarks, and indicators:
   • Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps and contradictions
   • Select, create and use graphic organizers to interpret textual information
   • Answer literal, inferential, evaluative and synthesizing questions to demonstrate
comprehension of grade-appropriate print texts, electronic and visual media

- Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, and reading on, looking back, note taking or summarizing what has been read so far in the text.
- List questions and search for answers within the text to construct meaning
- Use criteria to choose independent reading materials (e.g., personal interest knowledge of authors and genres to recommendations from others.)

The students also will demonstrate an understanding of

- The research related to comprehension development in middle level education
- The roles of middle level educators in providing reading instruction
- Why it is important to incorporate reading strategy instruction into content areas
- Why it is important to incorporate reading intervention into content areas
- The relationship between reading diagnosis and reading instruction
- The relationship between fluency and reading comprehension
- The nature of questioning and its impact on reading comprehension
- The nature of extended responses and their role in assessing student progress
- The types of student data to keep to determine student progress and success
- Ways to keep and manage student data
- The nature of universal design in the curriculum
- How to adapt reading strategies to provide fluent readers with opportunities to expand their skills

B. Skills: Students will:

- Develop, use, and interpret diagnostic reading strategies: miscue analysis and reading comprehension
- Select and use appropriate basic reading skill interventions in a content setting with specific students
- Select and use reading comprehension strategies in a content setting
- Select and use vocabulary development strategies in a content setting
- Select and use strategies designed to improve fluency in a content setting
- Select and use questioning strategies in a content setting
- Select and use extended response strategies in a content
- Choose and keep relevant student data to serve as the foundation for decision-making

C. Dispositions: Students shall:

- Value the importance of on-going reading intervention and strategy instruction in a content setting.
- Value the importance of collaborating with colleagues to develop a cohesive middle level reading program in the content areas
- Value the importance of enhanced reading skills in achieving learner success
- Value the importance of data-based decision making in reading instruction.
V. Assessment of Learning Outcomes

In-class:

- Attendance and participation at all required sessions 25%
- Read assigned readings (provided)
- Notebook of data related to selection, use, and assessment of reading strategies 25%
- Mini-grant application: plan for implementation 25%
- Reflections related to project activities 25%
  (each of the five reflections is worth 5% of your grade)

Field-based: Implementation of project activities in selected classes and/or with specific students. Rubrics will be provided for all activities

Grading Scale for Course

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>88-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-87</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>78-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-77</td>
<td>C</td>
</tr>
</tbody>
</table>

VI. Course Policies:

Attendance: Please note attendance requirements described under credit options.

Participation: Active participation at all sessions is expected. We all learn from each other.

Professional behavior and respect of colleagues also is expected.

Completion of project work: Whether or not you choose to take the course for credit, you need to participate in the development of all assigned work as a team member.

Academic Dishonesty: Plagiarism, cheating, and other forms of academic dishonesty are serious offenses, and the faculty member has the prerogative of invoking the most severe penalty for the initial offense. Insofar as a first offense is concerned, the minimum penalty for academic dishonesty is a failing grade on the paper or examination; a second offense may result in a failing grade in the course. The student found responsible a second time may also be suspended or expelled from the graduate program. In either case, the faculty member should submit a written report of the offense to the Program Director, the Dean of Graduate Studies, and the Office of the VPAA; and the incident will be recorded in the student’s file. Academic dishonesty is considered evidence of lack of moral character, and may be grounds for denying recommendation for licensure in education programs.

VII. Credit Options

3 semester hours of credit:

- Attendance at all four full-day sessions
- Attendance at least five of seven evening sessions
- Participation as indicated in syllabus
- Completion of project activities as assigned

2 semester hours of credit:

- Attendance at three of the four full-day sessions
- Attendance at least two of four follow-up sessions between 9/30 and 1/27. Your involvement will be most
meaningful to you if your “full day sessions” and “follow-up sessions” are on the same topics.

Enrollment details: If you choose to complete the project for credit, the cost is $85.00 per semester credit hour, payable to Muskingum College. You may choose to register for two or three credits, depending on the number of sessions to which you commit. Registration will be the first fall class session – September 9th. Adjustments to registration may take place through October 7th. After that time, credit hour choices may not be changed. If you are completing the graduate level reading endorsement program at Muskingum College and if you successfully complete this course for three hours of graduate credit, it may substitute for EDUC 523 Content Area Reading.

VIII. Course Outline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Type</th>
<th>Topics</th>
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<tbody>
<tr>
<td>May 6, 2003</td>
<td>Introduction of PARI Project</td>
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<td></td>
<td>Discussion of Theoretical Framework</td>
<td></td>
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<tr>
<td></td>
<td>and Articles</td>
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<tr>
<td>September 9, 2003</td>
<td>Full-day Session One</td>
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<tr>
<td>8:30 a.m. – 3:30 p.m.</td>
<td>Project Overview and expectations</td>
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<tr>
<td></td>
<td>From the May session...Top 10 List, Barriers List, Summaries of Articles</td>
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<td></td>
<td>Tools for Driving Instruction</td>
<td></td>
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<tr>
<td></td>
<td>Determining Text Readability</td>
<td></td>
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<tr>
<td></td>
<td>Using a CARI</td>
<td></td>
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<tr>
<td></td>
<td>ASSIGNMENT: Develop a CARI and administer it to one class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write Reflection One (prompt provided on 9/9/03)</td>
<td></td>
</tr>
<tr>
<td>September 30, 2003</td>
<td>Follow-up Session One (includes dinner)</td>
<td>PLEASE BRING: Copy of CARI that you administered and summarized data for class to which you administered the CARI Reflection One is due.</td>
</tr>
<tr>
<td>5:00 – 7:30 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 7, 2003</td>
<td>Full-day Session Two</td>
<td>ASSIGNMENT:</td>
</tr>
<tr>
<td>8:30 a.m. – 3:30 p.m.</td>
<td>Write Reflection Two (prompt provided on 10/7/03)</td>
<td></td>
</tr>
<tr>
<td>October 28, 2003</td>
<td>Follow-up Session Two (includes dinner)</td>
<td>PLEASE BRING:</td>
</tr>
<tr>
<td>5:00 – 7:30 p.m.</td>
<td></td>
<td>Reflection Two is due</td>
</tr>
<tr>
<td>November 4, 2003</td>
<td>Full-day Session Three</td>
<td>ASSIGNMENT:</td>
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<tr>
<td>8:30 – 3:30 p.m.</td>
<td></td>
<td>Write Reflection Three (prompt provided on 11/4/03)</td>
</tr>
</tbody>
</table>
December 2, 2003
Follow-up Session Three (includes dinner)
5:00 – 7:30 p.m.
PLEASE BRING:
Reflection Three is due.

December 9, 2003
Full-day Session Four – Dr. Rachel Billmeyer
Assignment:
Write Reflection Four (prompt provided on 12/9/03)
Reflection Five prompt will also be provided on 12/9.

January 27, 2003
Follow-up Session Four (includes dinner)
5:00 – 7:30 p.m.
PLEASE BRING:
Reflection Four is due.
If THIS is the last date you will attend, please bring your
PARI Project Notebook and Reflection Five (final summary reflection
– prompt provided on 12/9)

OR
Early spring date TBA
Evening progress session (includes dinner)
5:00 – 7:30 p.m.
PLEASE BRING:
If THIS is the last date you will attend, please bring your
PARI Project Notebook and Reflection Five (final summary reflection
– prompt provided on 12/9)

OR
Late spring date TBA
Celebration and Wrap-up (includes dinner)
PLEASE BRING: This IS the final date on which PARI Project
Notebook can be submitted for graduate credit. Include Reflection
Five – prompt provided on 12/9)

PLEASE NOTE: All meetings will be held in the Muskingum Room (2nd floor) of the
Muskingum Valley ESC. A continental breakfast and lunch will be provided during full-day
sessions.

Reflections: Each of the five reflections should be 1 to 2 page written response that addresses
the prompts provided during the full-day sessions. The reflections should be typed in 12 pt. font
and double-spaced. They can be written in first person. Please proof each reflection to ensure
correct grammar and spelling. The assessment rubric for Reflections One through Four follows.
A separate rubric for Reflection Five (the final summary reflection) will be provided with the
prompt for Reflection Five. Each reflection is worth up to five points for a total of 25 points
(25% of course grade.)
### Assessment rubric for Reflections One through Four

<table>
<thead>
<tr>
<th>Components</th>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>In-depth, accurate discussion linked to sessions and readings</td>
<td>0 – 2</td>
</tr>
<tr>
<td>Reflection</td>
<td>Discussed analyzed data</td>
<td>0 – 2</td>
</tr>
<tr>
<td></td>
<td>Discussed other observations/successes/challenges</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussed why</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussed next steps</td>
<td></td>
</tr>
<tr>
<td>Format</td>
<td>Typed, double-spaced, 12 pt. type, accurate grammar, accurate spelling</td>
<td>0 – 1</td>
</tr>
</tbody>
</table>

**Total**  

**Notebook:** Worth up to 25 points

<table>
<thead>
<tr>
<th>Components</th>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>All project information is included</td>
<td>well-organized easy to locate it is all there</td>
<td>0 – 6</td>
</tr>
<tr>
<td>All completed/required assignments are included</td>
<td>administered assessments data collected other assignments reflections</td>
<td>0 – 6</td>
</tr>
<tr>
<td>Hard copy of documentation of implementation of strategies</td>
<td>will brainstorm options</td>
<td>0 – 7</td>
</tr>
<tr>
<td>Student work that reflects evidence of instruction or practice</td>
<td>will brainstorm options</td>
<td>0 – 6</td>
</tr>
</tbody>
</table>

**Total**

**Mini-grant application:** Worth up to 25 points

Develop a clear, succinct plan to pilot, implement, and/or evaluate specific “lessons learned” through the PARI Project. The project application will be for up to $300 per project. Each building team will be awarded up to $300 for project implementation IF they submit a satisfactory project application. The plan can be for an individual teacher, a team, or a building to implement; but the team should work together to decide on what project would be the best to “write-up” for funding and implementation. The bulk of the funds should be allocated to resources for project implementation. Additional detail in the form of a mini-grant application form and evaluation criteria will be provided on October 7, 2003.
Top Ten Reasons Why Middle School-ers Can’t or Won’t Read!

At your tables, come up with a “David Letterman” list of the top ten reasons.

Depending on the time, you will either share the whole list with the large group or your “#1 choice.” These will be compiled and distributed at the September 9th meeting.

Who knows where they might end up? National TV? Radio?
#11 The “hormones” that kicked into gear in fifth/sixth grade kicked the reading skills out of gear!

#10 The relationship between the strength of TV/VCR/DVD remote control finger muscle movements is inversely related to the effectiveness of the eye movements needed to track across a page of print! (So what does that mean, anyhow???)

#9 Being a “good reader” is not a cool thing for a middle-schooler to be.

#8 They have been so bored by what they have read in previous years that they’ve decided nothing on the printed page is worth reading!

#7 They were so embarrassed when asked to “round robin” read in the primary grades that they “panic” when someone tells them “to read.”

#6 When they try to read to themselves, they don’t know about every fourth or fifth word; so what they read doesn’t make sense. Why bother?

#5 The teacher never asks questions or makes up test questions from the reading assignment. Why bother?

#4 They have an agreement with their parents never to read until they reach the legal age of adulthood.

#3 They never see any real purposes for reading. Why bother?

#2 All those publicity campaigns that said “Reading is Fun” were lies. Reading never has been fun, never will be.

#1 Why read; they’ll just wait for the movie version!
As we continue planning for the fall sessions, we want to make sure we address your concerns and your hopes for the project.

At your tables, please discuss and jot down answers to the following questions. The more specific you are, the more likely it is that we will be able to tailor this project to meet your needs. If there is time, we will have each table share those thoughts that they believe are most important. We will collate all comments, use them this summer as we plan, and distribute the complete list at the 9/9/03 meeting.

What barriers keep me/or my group from addressing reading in all content areas?
If I/we could wave our magic wands, what outcomes would I/we like to see accomplished through this project?

...in terms of our own knowledge and skills

...in terms of the knowledge and skill development of our students

...in terms of “changes” (if any) in our subject areas, at our grade levels, or in our buildings

My team (or I) need to know about... OR I would like more information/help on...
Vision statement: Educators serving their communities by enabling students to reach their fullest potential.