Term Information

Effective Term

Spring 2014

General Information

Course Bulletin Listing/Subject Area
Education: Teaching & Learning

Fiscal Unit/Academic Org
School of Teaching & Learning - D1275

College/Academic Group
Education & Human Ecology

Level/Career
Graduate

Course Number/Catalog
7429

Course Title
Reading Complex Texts

Transcript Abbreviation
Read Complex Texts

Course Description
This course is for elementary, middle, and secondary teachers who want to develop new multimodal approaches for challenging students to read with greater attention to details and deeper meaning, with a more difficult range of vocabulary and texts.

Semester Credit Hours/Units
Fixed: 3

Offering Information

Length Of Course
14 Week, 7 Week, 4 Week (May Session)

Flexibly Scheduled Course
Sometimes

Does any section of this course have a distance education component?
No

Grading Basis
Letter Grade

Repeatable
No

Course Components
Lecture

Grade Roster Component
Lecture

Credit Available by Exam
No

Admission Condition Course
No

Off Campus
Sometimes

Campus of Offering
Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code
13.1315

Subsidy Level
Doctoral Course

Intended Rank
Masters, Doctoral

Quarters to Semesters

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Quarters to Semesters
New course

Give a rationale statement explaining the purpose of the new course
This course is part of the revised state required Reading Endorsement.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

1. Review current research on reading comprehension related to fiction and nonfiction texts
2. Review current research on reading comprehension and active, multimodal approaches to meaning making
3. Review current research and practices associated with assessment of student comprehension as they engage in active approaches to reading
4. Review current research and practices associated with identifying and interpreting complex texts for students in elementary-secondary classrooms.
5. Engage in 'rehearsal room' approaches to reading
6. Identify concepts of reading comprehension associated with rehearsal room approaches to reading
7. Develop and implement plans for reading complex texts with students
8. Implement assessments of student comprehension as they engage in rehearsal room approaches
9. Evaluate and reflect on multiple plans and forms of implementing active and rehearsal room approaches to reading comprehension with complex texts.

Content Topic List

- What is complex?
- Understanding reading comprehension (inferencing, vocabulary)
- Images and setting in action
- Dialogue and critical interpretations
- Reading nonfiction & fiction
- Ongoing assessment
- Post-assessment

Attachments

- EDUTL 7429 Reading Complex Texts.docx
  (Syllabus. Owner: Mercerhill,Jessica Leigh)

Comments

- Approved by GSC April 16, 2013 (by Mercerhill,Jessica Leigh on 04/16/2013 03:02 PM)

Workflow Information

<table>
<thead>
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<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>Submitted</td>
<td>Mercerhill,Jessica Leigh</td>
<td>04/16/2013 03:03 PM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Mercerhill,Jessica Leigh</td>
<td>04/23/2013 12:39 PM</td>
<td>Unit Approval</td>
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<td>Pending Approval</td>
<td>Achterberg,Cheryl L Blount,Jackie Marie Odum,Sarah A. Zircher,Andrew Paul</td>
<td>04/23/2013 12:39 PM</td>
<td>College Approval</td>
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</table>
EDUTL 7429: Reading Complex Texts: Using rehearsal room approaches for interpretation and comprehension
Instructor:
Day:   Time:
Office Hours:

Course Description
This course is for elementary, middle, and secondary teachers who want to develop new multimodal approaches for challenging students to read with greater attention to details and deeper meaning, with a more difficult range of vocabulary and texts. Multimodal and active approaches to reading include the use of visual, movement, vocal, and dramatic modes of meaning making in relation with the specific language and structures of a text.

Course Objectives:
1. Review current research on reading comprehension related to fiction and nonfiction texts
2. Review current research on reading comprehension and active, multimodal approaches to meaning making
3. Review current research and practices associated with assessment of student comprehension as they engage in active approaches to reading
4. Review current research and practices associated with identifying and interpreting complex texts for students in elementary-secondary classrooms.
5. Engage in ‘rehearsal room’ approaches to reading
6. Identify concepts of reading comprehension associated with rehearsal room approaches to reading
7. Develop and implement plans for reading complex texts with students
8. Implement assessments of student comprehension as they engage in rehearsal room approaches
9. Evaluate and reflect on multiple plans and forms of implementing active and rehearsal room approaches to reading comprehension with complex texts.

You will engage in first hand experiences with active approaches to reading comprehension that have been studied and recognized as effective forms of reading education in K-12 classrooms. In addition, you will be introduced to ‘rehearsal room’ approaches to reading developed by actors and, in particular, the Royal Shakespeare Company’s education program to support engagement with and understanding of Shakespeare’s plays. Rehearsal room approaches include repeated reading, representation of key words, and expansion of character, plot, and theme using drama strategies. The text is selected carefully to focus on key quotes and descriptions that form a ‘montage’ of a story. Students learn to work together to pull the meaning into a whole, fully developed text. Teacher and student assessment of reading will focus on the more difficult aspects of comprehension, including inferences, misinterpretation, vocabulary development, image accuracy, and thematic interpretation.
Throughout the 15 week semester, the instructor will meet with teachers to plan, implement, and reflect on their use of new teaching practices for reading complex texts.

Readings: Available on Carmen and through online book stores.
Required Texts :
Assignments:

1. 15% Class participation is required. If it is necessary to miss a class due to professional obligations or illness, one class can be ‘recovered’ by completing a 3-page reflection on the class readings and an online series of demonstration classes related to the topic. 1% associated with each class.

2. 15% Notes on readings (especially first 6-8 weeks). Bring notes to class in which you highlight ideas and research findings that are new or challenge your current practices in reading education.

3. 10% Select a text to share with colleagues in class. Identify the complex features of the text. Indentify 1-2 strategies for engaging students in an initial reading and active approaches to meaning making with this text.

4. 20% Create and implement an initial assessment of students’ strengths and weaknesses as they read and interpret a complex text. (e.g., inference, establish images, identify vocabulary). You will repeat this assessment after implementing a new plan for engagement and comprehension.

5. 30% Create and implement a plan for engaging and developing your own and your students’ reading comprehension using multimodal approaches for understanding a complex text. Report on this plan and implementation using a powerpoint presentation format. Additional parts of your presentation will include 1 copy of the plan, the text, and the assessment tool. You will also include a 3-page summary of your pre-assessment concerns about student comprehension, a brief rationale for your plan to address this concern, and your post-assessment findings.

6. 10% Reflect on your learning throughout the semester. Describe 3 key ideas that have influenced your views of comprehension and multimodal approaches to reading and assessment. Describe how these ideas have changed your approach to teaching reading with complex texts.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Professional Readings</th>
<th>Class Activity</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1 What is complex? | Common Core Appendix B  
Beers & Probst (2012) Introduction | Moving into the story - active approaches | |
| 2 Understanding reading comprehension (Inferencing) | Pearson & Liben (2009)  
Beers & Probst (2012) Part I | Rereading and moving around meaning | 2% Reading notes  
Bring 3-4 complex text samples |
| 3 Understanding reading comprehension (Inferencing and vocabulary cont.) | Aukerman (2008)  
RSC Toolkit for Teachers | Making images and vocabulary vivid. | 2% Reading notes  
10% Complex Text – identify complexity |
Educational Arts Team Annual Reports - 2009-2011  
Güngör (2008) | Standing up setting and character | 2% Reading notes |
| 5 Dialogic and critical Interpretations | Beers & Probst (2012) Part II  
Edmiston & Enciso (2003) | Supporting multiple meanings: Teacher-in-role; tableau; visual arts | 2% Reading notes |
| 6 Reading Nonfiction | Beers & Probst (2012) Part II cont  
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</thead>
<tbody>
<tr>
<td>8  Ongoing Assessment</td>
<td>Beers &amp; Probst (2012) Part III</td>
<td>Assessment</td>
<td>2% Reading notes</td>
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<tr>
<td>9  Ongoing Assessment</td>
<td>Beers &amp; Probst (2012) Part III</td>
<td>Pre-Assessment</td>
<td>20% Pre-assessment plan</td>
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| 10 Implementing active approaches to reading comprehension | Resources:  
- RSC Toolkit for Teachers (RSC Education Team)  
- Educational Arts Team: Bringing Literature to Life (Tabone et al)  
- Transforming Classrooms through Drama (Edmiston)  
- Rethinking our Classrooms: Teaching for Social Justice Vol 1 (Au, Peterson, Karp)  
- Reading for their Life: Rebuilding the textual legacies of African American Adolescent Males (Tatum) | Implementation informal reports  
Planning for implementation of multimodal approach to reading | |
| 11 Implementing active approaches to reading comprehension | | Implementation informal reports  
Planning for implementation of multimodal approach to reading | |
| 12 Post-assessment –goals for change and confidence in reading complex texts | | Post assessment  
Implement post-plan assessment | |
| 13 Post-assessment –goals for change and confidence in reading complex texts | | Post assessment  
Implement post-plan assessment | |
| 14 Share and examine approaches and findings | | Present findings  
30% presentation of plan implementation | |
| 15 Share and examine approaches and findings | | Present findings  
10% Reflection on learning | |

**Grading Scale:**

| Participation | (15%) | 15 points |
| Reading Notes  | (15%) | 15 points (2 points/submission) |
| Complex text   | (10%) | 10 points |
| Initial Assessment | (20%) | 20 points |
| Plan and presentation | (30%) | 30 points |
| Reflection Paper | (10%) | 10 points |
| **Total:** | **100%** | **100 points** |

**Grades:**

Your final grade will be assigned according to the percentage of points you earn.


The Ohio State Standard Grading Scale is:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Low but Acceptable</th>
<th>Does not satisfy the stated objectives</th>
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<tbody>
<tr>
<td>A 93–100</td>
<td>B+ 87–89</td>
<td>C+ 77–79</td>
<td>D+ 67–69</td>
<td>E 0–59</td>
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<td>A- 90–92</td>
<td>B 83–86</td>
<td>C 73–76</td>
<td>D 60–66</td>
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<tr>
<td>B- 80–82</td>
<td></td>
<td>C- 70–72</td>
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Professional Articles


Educational Arts Team Annual Reports: http://educationalartsteam.org/annual_reports/index.html


Additional resources:
http://dramaresource.com/strategies/
http://www.bbc.co.uk/schools/gcsebitesize/drama/exploring/explorative_strategiesrev1.shtml

On Reading, Learning to Read, and Effective Reading Instruction: An Overview of What We Know and How We Know It http://www.ncte.org/positions/statements/onreading

Accessibility:
Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292 3307, TDD 292-0901; http://www.ods.ohio-state.edu/

Statement on Diversity:
The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Plagiarism:
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee” (Faculty Rule 3335- 487).
In particular, **anytime you are on a webpage and use copy & paste, you need to use a citation** or you are committing plagiarism, a type of misconduct for which students have failed this course. "In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original material without acknowledging its source" (according to http://cstw.osu.edu/handbook/plagiarism/defining). Rewording someone else’s ideas without a citation is also plagiarism unless it is common knowledge. Please be very clear about what are other people’s ideas and what are your own.
For additional information see the Code of Student Conduct http://studentaffairs.osu.edu/csc/