

Sul Ross State University
Department of Education

ED 4314 Spring 2015
Reading Skills for Content Subjects

Tuesday/Thursday 2:00-3:15
Instructor: Diana Rodriguez

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Office Hours: M/ W 9:00 a.m. -12:00 noon
T/TR 10:00 a.m. -12:00 noon

Course Description:

This course will focus on methods and materials for teaching skills needed for locating, interpreting, and organizing reading materials used in science, social studies, mathematics and other content subjects.

Course Format: A variety of approaches will be practiced in this course that includes discussion, small group, media presentation, student presentation, lecture, and observation.

Program Learning Outcomes (PLOs):

The graduating student will be able to:

- Write a lesson plan that is developmentally appropriate for students.
- Create a positive classroom environment.
- Teach developmentally appropriate lessons.
- Adhere to the legal and ethical requirements for teachers.

Student Learning Outcomes (SLOs):

Upon completion of this course, students will:

*define the role of content literacy instruction/instructor

*explain the responsibilities of the content area teacher

*through observation, examine literacy skills that are used in core content area classrooms

*discern literacy practices which students can transfer to each content area

*describe the role of motivation in promoting literate behaviors and success in content classrooms

Standards:

Standard VI: *Reading Fluency:* Teachers understand the importance of fluency to reading comprehension and provide opportunities for students to improve reading fluency.

Standard VII: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard VIII: Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard IX: Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard X: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard XI: Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard XII: Viewing and Representing: Teachers understand how to interpret, and analyze, evaluate, and produce.

Required Text:

Alverman, D., Gillis, V., & Phelps, S. (2013). *Content area reading and literacy: Succeeding in today's diverse classrooms*. Upper Saddle River, NJ: Pearson.

*Additional readings and citations listed in the course schedule. These readings will be available on the Internet or course Blackboard.

AND

You are to purchase the **Certify Teacher** software that aligns with your content area and/or grade level. You will use this software in Block I to prepare for the TExES content exam. Your goal is to pass this first step toward your certification by the end of this semester.

To purchase the software, have your credit card ready and go to: <http://www.certifyteacher.com>

If the page with the TExES Certification Practice Tests doesn't open immediately, click on Products, then TExES Certification Practice Tests (if you don't see your content test, click "Click here to see all TExES Certification Practice Tests").

Scroll down until you find the test that aligns with your content area (Science 8-12; Generalist EC-6, etc.). When you find the right test for your area, click on the Online version that costs \$55.

The Certify Teacher software consists of three modes: Study, Flashcards, and Practice Test. As soon as you have your software, begin working immediately in Study Mode and Flash Cards only. You will need to clock ten hours in Study Mode and Flash Cards during this course. The dates when I will check and give credit for each 2-hour practice time in Study Mode are on your Course Calendar. Credit will only be given if you have completed a full 2-hour time for each due date. Remember that frequent short sessions will be much more effective than long, irregular sessions. Consider setting a schedule for yourself and adhering to it rigorously.

DO NOT USE THE PRACTICE TEST MODE AT THIS TIME! YOU WILL NOT BE GIVEN CREDIT FOR ANY MINUTES YOU SPEND IN PRACTICE TEST MODE. YOU WILL USE THE PRACTICE TEST MODE IN BLOCK II. USING THE PRACTICE TEST AS A STUDY

TOOL NOW WILL INVALIDATE THE RESULTS WHEN YOU TAKE THE PRACTICE TEST IN BLOCK II.

When you have completed the full 10-hours in Study Mode, please make an appointment with Mr. Marsh (MAB 105 837-8199 mmarsh@sulross.edu) to take the practice pencil and paper representative exam. When you pass this exam, Mr. Marsh will recommend you to TEA to take the TExES. Passing the TExES is one of the steps toward becoming a certified teacher.

Course Requirements:

*Adhere to the SRSU attendance guidelines. Regular class attendance is important for the attainment of the educational objective of the University. Students enrolled in ED 4314 are expected to be on time and in class each class period. If you are tardy two times, this will count as an absence. Attendance is a major requirement in the field of professional education. In addition, students who are absent must take the initiative to contact me at: drodriguez5@sulross.edu and briefly state why you are missing class and how you intend to make up the information missed. The instructor will drop a student from the course when the student has exceeded their absences, therefore, adhere to the SRSU attendance guidelines.

*Spend 10 hours in field observation in public school classrooms and report on these observations.

*Spend 10 hours preparing for your content exam with Certify Teacher in Study Mode and Flash Cards.

*Read, examine, reflect on, and evaluate a variety of resources.

*Demonstrate correct usage of English grammar, reading fluency, and written and oral language. Teachers must be able to communicate effectively in writing. Use this course to sharpen your writing skills.

*Demonstrate correct usage of American Psychological Association (APA) documentation.
(More information about APA will be discussed in class).

*There are **no incompletes** for this course.

*Email is the best way to contact me. Please contact me for help with course content issues as my goal is to help you have a successful learning experience.

Material/Supplies: * binder----You will need to create an organized binder for this course. I will not micro-manage the organization of this binder. However, it must be supplied with ALL the materials/articles/assignments/notes created/utilized in this course. You must be organized as it will serve as a resource for your final, but more importantly it will be a useful resource in your professional life.

Field Experience Requirements PRIOR to Observations:

- DPS Computerized Criminal History (CCH) Verification

Prior to beginning your 10-hour Field Experience Observations in the Alpine Public Schools, you are required to have a computerized criminal history background check. Please complete a DPS form in class and return it to me or deliver it Ms. Marsha Roach at the AISD Administration Offices, 704 W. Sul Ross Avenue.

- VIPS Program Application

Prior to beginning your 10-hour Field Experience Observations in the Alpine Public Schools, you are required to complete an Alpine ISD VIPS Program Application. In the Volunteer Opportunities section, check "Other: SRSU Classes - Observation." Please complete the VIPS form and return it to me. You can access and print the form under the Course Forms link.

Texas Administrative Code

The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The subject matter on the next page of this syllabus shall be included in the curriculum for candidates seeking initial certification. All of the subject matter listed will be addressed as you proceed through the Teacher Preparation Program at SRSU.

Texas Administrative Code

Next Rule>>

TITLE 19 *EDUCATION*

**PART 7 *STATE BOARD FOR EDUCATOR
CERTIFICATION***

**CHAPTER 228 *REQUIREMENTS FOR EDUCATOR
PREPARATION PROGRAMS***

RULE §228.30 *Educator Preparation Curriculum*

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

- (1) the specified requirements for reading instruction adopted by the SBEC for each certificate;
- (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
- (3) child development;
- (4) motivation;
- (5) learning theories;
- (6) TEKS organization, structure, and skills;
- (7) TEKS in the content areas;
- (8) state assessment of students;
- (9) curriculum development and lesson planning;
- (10) classroom assessment for instruction/diagnosing learning needs;
- (11) classroom management/developing a positive learning environment;
- (12) special populations;
- (13) parent conferences/communication skills;
- (14) instructional technology;
- (15) pedagogy/instructional strategies;
- (16) differentiated instruction; and
- (17) certification test preparation.

Source Note: The provisions of this §228.30 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective October 12, 2003, 28 TexReg 8608; amended to be effective December 14, 2008, 33 TexReg 10016

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Late Assignments: It is anticipated that all of your work will be turned in on time; please review the syllabus for assignment due dates and scheduled time slots for quizzes and exams. If an emergency arises, please contact me to make arrangements. Otherwise:

* **Meet due dates for all assignments.** *Most* assignments are due on Blackboard by 11:55 p.m.

ASSIGNMENT DESCRIPTIONS

Online Chapter Quizzes: 36% of the course

You will complete twelve (12) online chapter quizzes on Blackboard. Each quiz will be worth 30 points. Quizzes will encompass: True/ False, short answer, and multiple-choice questions. You are responsible for reading the chapters, other readings, and taking the quizzes online. The quizzes will be timed.

Review the instructions for each quiz to know how much time you have. It is highly recommended that you read the chapters, annotate, and take notes prior to taking the quiz in order to make navigating and finding the text feasible.

| Chapters | Due Date | |
|-----------------|------------------|------------|
| Chapter 1 | Due: February 1 | (11:59 PM) |
| Chapter 2 | Due: February 8 | (11:59 PM) |
| Chapter 3 | Due: February 15 | (11:59 PM) |
| Chapter 4 | Due: February 15 | (11:59 PM) |
| Chapter 5 | Due: March 1 | (11:59 PM) |
| Chapter 6 | Due: March 8 | (11:59 PM) |

(Midterm over chapters 1,2,3,4,5,6)

| | | |
|------------|---------------|------------|
| Chapter 7 | Due: March 29 | (11:59 PM) |
| Chapter 8 | Due: April 5 | (11:59 PM) |
| Chapter 9 | Due: April 12 | (11:59 PM) |
| Chapter 10 | Due: April 19 | (11:59 PM) |
| Chapter 11 | Due: April 26 | (11:59 PM) |
| Chapter 12 | Due: May 10 | (11:59 PM) |

Homework, participation, in-class activities: (Ongoing). Students are expected to attend class and to participate during each class session. Homework and in-class exercises will be assigned weekly and possible assignments include designing instruction, developing graphic representations of text and vocabulary, written reflections, journals, reading response activities, technology activities, and other appropriate assignments. Students may also be asked to complete weekly quizzes on the readings and to lead and/or participate in weekly discussions about the readings. All completed work should be saved as an important resource both for the final exam and for future teaching.

- 180-200 points High level of class participation and engagement in in-class activities.
No more than one absence.
- 160-179 points Moderate level of class participation and engagement in in-class activities.
More than one absence.
- 0-160 points Low level of class participation and engagement in in-class activities.

Letter of Introduction -- Classroom Teacher: Participation Grade

(Due: January 29, WK2/ on Blackboard, Hard Copy for your teacher, 2nd copy for binder)

The objective of this assignment is to build a professional relationship with the teacher in whose classroom you will be observing. To do this you will write a letter to introduce yourself to him or her. Include the following:

1. Salutation -- Dear Classroom Teacher (use teacher's name if known)
2. Introduce yourself -- name and contact info; home town; why you chose education
3. To give the teacher an idea of your background list the education courses you have already taken and write a sentence or two to summarize what you learned in each. Include the title of each course. If this is your first semester to take a course in education, include that information.
4. Ask permission to conduct the teacher interview (see the Pyramid of a Professional assignment).
5. Describe what you are required to do during your 10 hours of observation -- a) complete the focused observation reports; b) interact with students as allowed or encouraged by the classroom teacher; c) perform other related tasks as directed by the classroom teacher.
6. Indicate your willingness to engage in other activities suggested by the classroom teacher.
7. Describe what you hope to learn from the 10 hours of observation.
8. Closing -- include your signature.

Journal Article Reflection: (Feb. 19/BB/ WK 5 by midnight). You will select an article in a professional journal that discusses an issue related to literacy instruction in your content area. In this reflection, you will summarize the main points of the article and then reflect on how you might use this material in your teaching. The reflection should be 2-4 pages in length and you should submit an electronic copy of the article with your reflection.

Reader's Notebook: Due Date #1: Feb. 26/ WK 6 & Due Date #2: April 28/ WK 14). Students will create a Reader's Notebook to organize their reading materials (forms, print articles, assignments, notes on readings, lecture notes, lesson plans, etc.), keep track of the texts they read (following the course schedule), and record the thinking they do about their reading (that is, reader responses). Reader's Notebook will be used in an ongoing way for you to collect your readings and responses. Evaluation of the Notebook is scheduled two times during the semester, but it is strongly recommended that you bring your Notebook for class use (it can be informally assessed in class by the instructor). Further guidelines will be provided in class.

Mid-Term (March 10/ WK 8). This exam will assess your knowledge of content and skills learned through class lectures, discussions, text readings, and field-based experiences.

Reading Strategy Lesson Demonstration AND Lesson Plan: PART ONE (Due date based on Sign-up). You and a partner will teach a lesson to the class based on a core reading strategy informed by the ELAR/ SLAR TEKS Standards (<http://www.englishspanishteks.net/teachers/teks.asp>). The lesson will be based on your content area. As your partner will possibly have a different content area, you will collaborate to integrate the content areas and lesson. The lesson will be approximately 20 minutes long and both partners must be actively teaching for about 10 minutes each. **Lesson Plan Guidelines:** The objective of this assignment is to give you an opportunity to develop a lesson plan for teaching one of the TEKS you have chosen in your TEKS Reading Strategy Lesson Demonstration. Use the Sul Ross Lesson Plan Model found on Blackboard under the left link titled "Course Forms". You will develop the lesson plan, step-by-step with your partner. This lesson demonstration includes the lesson plan as expected in education.

On the lesson plan model, first fill in the Subject/Grade Level and the Created By spaces. As you develop the lesson, fill in the other spaces (Lesson Title; Lesson Goal, etc.). Next, copy and paste into the appropriate space on the lesson plan form the TEKS that you have chosen to teach or use the ELAR Standards Document. Now you are ready to develop your Lesson Objectives.

Lesson Objectives:

Writing clear objectives and making students aware of the objectives has a greater influence on student achievement than most other strategies. The students should be given the objectives before the lesson begins. After the lesson, the teacher and students should review the objectives to see if they have been met. If the objectives have not been met, the lesson is not finished. The teacher and students will need to spend more time with the objectives until they have been met.

A clear objective tells exactly, in a single sentence, what a student must do to accomplish what is to be learned. Clear objectives help you, the teacher, keep focused on what is to be taught. Clear objectives help your students understand what is to be learned.

The formula given in Nath & Cohen for writing objectives is:

Objective = (1) The exact learner + (2) the observable or measurable behavior + (3) the circumstances or condition under which the behavior will be measured + (4) the assessment of the behavior.

(1) The exact learner tells who the student will be.

(For example, the 2nd period history students, the first grade class, the group reading *Night*.)

(2) The observable or measurable behavior tells exactly what the student will do with the TEKS you will teach.

(For example, recall, describe, conclude, classify, design, judge. This will always be a verb. The verb will determine the cognitive level. See Bloom's Taxonomy.) ALERT! ALERT! Make (2) as general and as brief as possible. DO NOT include anything except information from the TEKS.

(3) The circumstances or condition under which the behavior will be measured tells the conditions in which the student will work.

(For example, working alone, working in a group, using a calculator, working in a lab, reading from a chart.)

(4) The assessment of the behavior tells how much is enough.

(For example, list 3 major events, write 5 interrogative sentences, achieve 90% accuracy on a quiz.)

Here are some examples of clear objectives:

- (1) The 3rd period 10th grade English students will (2) analyze how place and time influence theme (3) working in pairs (4) locating four examples.
- (1) The kindergarten students will (2) select the primary colors (3) from a box of crayons (4) with 100% accuracy.
- (1) The 1st period 7th grade history students will (2) compare the economies of two cities (3) using a Venn diagram (4) listing six similarities.

Before you begin planning a lesson, ask yourself, "What, exactly, do I want my students to learn?"

You will use the TEKS to guide you in answering this question. For example, look again at:

§110.19. English Language Arts and Reading, **Grade 7**, Beginning with School Year 2009-2010.

(b) Knowledge and skills.

(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(C) analyze how place and time influence the theme or message of a literary work.

If you want your students to learn how place and time influence the theme or message of a literacy work, your objective might look like this:

(1) The 4th period 7th grade English students will (2) analyze how place and time influence theme or message (3) reading a passage of fiction (4) underlining three examples.

For this assignment use the Nath & Cohen four-part formula. **Number the four parts.** Remember that an objective is a behavior that is observable or measurable and reflects the TEKS you are teaching. Write your objective in the appropriate section of the Lesson Plan Model.

In summary, for this assignment:

1. Choose one of the TEKS from each content that you and your partner want to develop into a lesson. Include the complete number(s) and complete text that identifies the TEKS. Write your TEKS in the appropriate section of the Lesson Plan Model.
2. Use the Nath & Cohen four-part formula to write a lesson objective based on the TEKS you've chosen.

Submit your Lesson Plan Model the **DAY BEFORE YOU AND YOUR PARTNER PRESENT THE LESSON** to Blackboard under the *Reading Strategy Lesson Demonstration Folder (RSLD)*. Please be prompt with this assignment. If you are absent the day of your lesson, you will not receive credit, and partners will not be penalized. **FYI: *You will write a reflection of your experience.**

Reflection of your experience in teaching and demonstrating a reading strategy: PART TWO

(Due date based on lesson completion date). In this reflection, you will summarize the main points of your lesson and then reflect on how you might use this material or improve it in your own teaching. The reflection should be 2-4 pages double spaced in length and should be submitted to Blackboard under the RSLD Folder. **FYI: This reflection paper is due the next class date after your presentation by 11:55 p.m. Align your own due date based on your RSLD demonstration. Points will be deducted for late reflections 10 points per late day.**

Field Experience Reports/ Teacher Observation Guide (Checklist): 5 @ 20 points each= 100 points Due by April 28 no later than 11:55 p.m. on Blackboard/ WK 14

FYI: Each checklist is equal to 2 hours of observation
(Therefore, **plan to observe in two hour increments!**)

5 Field Experience Reports = 10 hours of observation

Download the document from Blackboard under the “Class Forms” link &
Use Times New Roman; 10 point Font

The objective of the field experience activity is to provide you with opportunities for observing and reflecting on authentic situations in academic settings. The focus for the field observations will be guided by the course goals, objectives, content, and your specific areas of interest. The goal of the experience is to provide you with the essentials for becoming a reflective practitioner.

During the observations you will use field note checklists to help focus your observations. You will also document student reactions to instructional techniques, classroom management strategies, your personal thoughts, and other generalities about the learning environment being observed.

The focus of the field experience is not about evaluating teachers. Rather, it is about student engagement and classrooms being “learner centered.” What effects do different aspects – like activating prior knowledge or beginning class promptly -- have on learners? What effects do things like having set procedures for entering the classroom, getting the teacher’s attention, sharpening pencils, collecting papers, and dismissing at the end of the period have on the learners? What effects do such things as connecting the lesson to the students’ interests and beginning the lesson by stating its purpose or objective have on the learners? What effects do things like seating arrangements, posted rules, classroom ambience, number of students in a group, and time of day have on the learners? How do students respond to various situations that occur during the observation? How would you describe the learners? What surprised you? What inspired you? What was significant? What did you learn from the observation that you can take with you?

Review the field note checklists prior to your classroom visits. If the situation is not conducive to completing the checklists during the time you are in the classroom, complete them as soon after the observation as possible. You may not observe all the points on a checklist during a particular visit. Only respond to those things you observe.

Remember that you are a guest in the school. Behaviors that will make you a welcome guest include:

- Dress professionally. Take your cue from the teachers in the school. In the eyes of the students, you are a teacher. Step up onto the stage and enjoy your new role.
- Males should not wear earrings. Females should not wear huge, distracting earrings.
- Tats should be covered and piercing jewelry removed.
- Caps and hats should not be worn in the building.
- Refrain from eating, drinking, and gum chewing in the classroom.
- Wear your nametag.
- Sign in at the main office. Knowing who is on campus at all times is part of keeping students safe.
- Always make sure the classroom teacher is expecting you. Situations change. Some days are better for visiting than others. Some days might not be good at all. Attempt to set up your observation days and times during your initial visit with the teacher. Find out how the teacher wants to communicate: email, text, phone. ALWAYS notify the teacher if you have to change your plans and won't be able to observe when you had planned to observe.
- Arrive at the classroom ahead of schedule. Wait outside the door if the teacher has not yet arrived.
- Always bring your Field Observation Log with you. Getting this signed by the classroom teacher is a TEA requirement and proof that you are meeting the TEA field observation requirement.
- Bring your Checklist and a pen or pencil for writing notes. Review the Checklist prior to your visit to help you focus.
- Participate or interact with the students if invited to do so. Let the teacher know prior to your visits that you are willing to help in any way you can.
- If you use any of the classroom materials, be ABSOLUTELY, POSITIVELY, COMPLETELY, and TOTALLY sure that you return them to the appropriate place and that you NOTIFY THE TEACHER that you have done so!!!!!! If items disappear, you do not want to be blamed!
- At the end of the observation, ask the teacher to initial your Field Observation Log. Politely provide a pen for him or her to do so.
- Thank the teacher for allowing you to visit.
- Return to the main office and sign out.
- Reflect on what you observed.
- Complete your Checklist and submit it to Blackboard. Use Times New Roman/10 pt. font.

Organize your reports in two-hour increments. (Hours #1 & # 2, Hours #3 & #4, etc.)

FYI: Submit your reports under **“Field Experience Reports”/Blackboard/ WK 14**

Field Experience Log: 50 points; due before April 30/ WK 14:

FYI: hand-deliver, mail, or put under my door as they must have original teacher initials

The Field Observation Log is initialed by the classroom teachers whose students you observe and it documents your ten hours of classroom observations. It is a **TEA requirement** that will be filed in your permanent SRSU folder as proof of your classroom observations. **In order to receive a grade for this course, the Field Observation Log must be completed and turned in to me on April 30.**

When you have completed your ten hours of observations you may turn your Field Observation Log in to me in MAB 309-G during my office hours, slide it under my door if I am unavailable, mail it to me if you are an MC student: Diana Rodriguez, SRSU, Education Department, Box C-115, Alpine, TX 79832. MC students need to scan and email a copy to prevent late credit. However, make sure you mail the original to me by April 30th as it is an official TEA document.

Certify Teacher Study Mode: 100 Points; Ongoing...

600 min. due no later than April 28th by 11:55 p.m.

The objective of Certify Teacher is to help you prepare for the TExES Test in your content area. You will use this program in Block I and again in Block II if you do not pass the test at the end of Block I. During Block I you are to work in Study Mode only.

Consider setting and following a regular weekly practice schedule. Such a routine will build your content knowledge as well as boost your confidence for the eventual exam. If you do not log onto the site regularly, your program will be deactivated. Should this happen, you must contact the company in order to re-activate it. You will need to re-activate the program approximately once a month. You only pay for the program once and you may keep it as long as you need it until you pass the TExES Test.

To start practicing with the program, follow these steps:

1. Open Certify Teacher and click "Practice Exam."
2. Enter "Study Mode."
3. Click "See Explanation" on the bottom right of the screen.
(As you answer the questions, the explanations for the answers will appear on your screen. Study the explanations. Knowing the "why" of the answer will help you remember it.)

During the semester you will be given points for study requirements. If you have not completed the requirement you will not receive points. Points for partial completion of this assignment will not be given. Points will only be given for required time spent in Study Mode and Flash Cards as you must pass your content area exam.

I will add your points in the grade book under Study Mode at the end of the semester. You will not need to submit anything to Blackboard for this assignment. I will check your times through the Certify Teacher program.

Final Exam: (100 points, Tuesday, May 12th; 12:30p.m.- 2:30p.m.). This exam will assess your knowledge of content and skills learned through class lectures, discussions, text readings, and field-based experiences.

COURSE CONTENT AND ASSIGNMENTS

NOTE: You must check your Blackboard account at least once a day. It is your responsibility to keep up with announcements, updates, and emails for the course. This is a consistent way for communication to be successful.

NOTE: Complete assigned readings and homework prior to class and bring them with you.

| Course Meetings | Guiding Questions & Readings | Activities/Projects |
|-----------------|--|---------------------|
| WEEK 1 | | |
| January T 20 | Course Overview/ Intro. Bloom's | |
| TR 22 | <p>Why does student literacy matter and how can we approach teaching literacy?</p> <p>1 ASSIGNED READING: Read one assigned article</p> <p>Alvermann, D. (2001). <i>Effective Literacy Instruction for Struggling Adolescent Readers</i>. Published by the National Reading Conference.</p> <p>Biancarosa, G. & Snow, C. (2004). <i>Reading Next: A Vision for Action and Research in Middle and High School Literacy</i>, commissioned by the Carnegie Corporation of New York (Alliance for Excellent Education, 2004, Biancarosa & Snow)</p> <p>Heller, R., & Greenleaf, C. (2007). <i>Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement</i>. Commissioned by the Carnegie Corporation and published by The Alliance for Excellent Education</p> <p>Langer, J. (2000). <i>Guidelines for Teaching Middle and High School Students to Read and Write Well: Six Features of Effective Instruction</i>. Published by National Research Center on English Learning and Achievement (CELA) Partnership for 21st Century Skills (2006). <i>Results that Matter: 21st Century Skills and High School Reform</i>. Author.</p> <p>Short, D. & Fitzsimmons, S. (2007). <i>Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners</i>. Alliance for Excellent Education and Carnegie Corporation.</p> | Jigsaw activity |
| WK 2 | | |
| January T 27 | <p>What do we know about content area reading and literacy? / (Subject matter demands, roles of texts in classroom learning, literacy-related concepts)</p> <p>• CARL Chapter 1: pp. 1-23.</p> <p>Introduce Journal Article Reflection; example; library article research practice; APA</p> | |
| Reminder: | Journal Article Reflection is Due on Feb. 12 on Blackboard/ WK 4 by midnight. | |
| | RSLD lesson sign-up Today | |

| | | | |
|--|------|--|---------------------------|
| TR | 29 | What do we know about the process of reading and literacy? (Cognitive, motivational, and socio-cultural processes involved in reading practices) • CARL Chapter 1: pp. 23-36. | |
| Discuss: | | Reader's Notebook Guide Due Date #1: March 10 th after midterm exam. FYI: MC students will need to scan and email Reader's Notebook contents by midnight on due dates. | |
| Due Sunday, Feb. 1: | | Chapter 1 Quiz on Blackboard under "Chapter Quizzes" by midnight FYI: If you forget: Quizzes cannot be made-up! If you have a busy schedule, view course requirements ahead of time. | |
| WK 3 February | | | |
| T | 3 | What do we know about the influence of culture, language, and diversity on content area literacy practices? (English Language Learners, struggling readers, home-school partnership) • CARL Chapter 2 • Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. Theory into Practice, 34, 159-165. | |
| Due Sunday, Feb. 8: Chapter 2 Quiz on Blackboard by midnight | | | |
| TR | 5 | How can teachers create an environment that supports literacy and content learning? (Reading engagement framework, learning experiences, grouping, classroom community, technology) • CARL Chapter 3. | |
| WK 4 | T 10 | What do we know about foundational reading skills and effective reading instruction? (CCSS and ELAR/ SLAR foundational skills anchor standards, constrained/unconstrained skills) • National Reading Panel executive summary report http://www.nationalreadingpanel.org/publications/summary.htm Students will need to bring their own printed copy of ELAR or SLAR standards | Access ELAR/ SLARs |
| Due Sunday, Feb. 15: Chapter 3 Quiz on Blackboard by midnight | | | |
| TR | 12 | How can we plan for literacy and content learning?/ (CCSS and ELAR/ SLAR anchor standards overview, literacy and content objectives,/ materials, instructional frameworks, lesson plans, planning a thematic unit) • CARL Chapter 4 Instructor will model and get started on RSLD Lesson on Text Structures | |
| Due Sunday, Feb. 15: Chapter 4 Quiz on Blackboard by midnight | | | |
| WK 5 | T 17 | How can we assess students and their content area literacy? Part I (Purposes and principles of literacy assessment, process-/product-oriented assessment) • CARL Chapter 5: pp. 125-165 | RSLD Lesson #1 |
| TR | 19 | How can we assess students and their content area literacy? Part II (Stage of reading development, qualitative reading inventory, adolescent literacy inventory) • Afflerbach, P. (2007). Reading inventories. In Understanding and using reading assessment (pp. 27-48). Newark, DE: International Reading Association. | RSLD Lesson #2 |
| Due Today: | | Journal Article Reflection on Blackboard/ WK 5 by midnight | |

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| WK 6 | T 24 | <p>How can we assess and select good texts for content area literacy and learning? (Text analysis and evaluation; graphic organizers; CCSS text complexity; TEKS; Lexile and readability)</p> <ul style="list-style-type: none"> • CARL Chapter 5: pp. 165-169 • Hiebert, E.H. (2012). Text matters: The text complexity multi-index. Santa Cruz, CA: TextProject. <p>http://textproject.org/professional-development/text-matters/the-text-complexity-multi-index/</p> | RSLD Lesson #3 |
| Due Sunday, March 1: Chapter 5 Quiz on Blackboard by midnight | | | |
| February | TR 26 | <p>What strategies could we use to prepare students' learning from texts? (Activating prior knowledge, pre-reading activities, disciplinary comprehension)</p> <ul style="list-style-type: none"> • CARL Chapter 6 | RSLD Lesson #4 |
| Reader's Notebook #1 Due | | | |
| WK 7 | March T 3 | <p>Participation: Bring to Class TODAY: Go to the library database and find a Peer Reviewed Article that is no more than five years old. Make sure this article pertains in some way to Chapter 6. Be prepared to share key points and a summary of your article Today. Bring a Copy of your article to class. MC students email me a copy prior to class.</p> | |
| Due Sunday, March 8: Chapter 6 Quiz on Blackboard by midnight | | | |
| | TR 5 | Midterm Review | |
| WK 8 | T 10 | MIDTERM EXAM Chapters 1-6 | |
| | TR 12 | <p>How could we help students comprehend content area texts better? Part I (reading to learn, strategic processing, teacher questioning)</p> <ul style="list-style-type: none"> • CARL Chapter 7, pp. 195-221. | RSLD Lesson #5 |
| SPRING BREAK March 16-20 | | | |
| WK 9 | T 24 | <p>How could we help students comprehend content area texts better? Part II (Comprehension guides, guided reading, supporting strategic and critical responses to various types of texts)</p> <ul style="list-style-type: none"> • CARL Chapter 7, pp. 221-237. | RSLD Lesson #6 |
| | TR 26 | <p>How could we help students comprehend content area texts better? Part III (Read and reflect on suggest readings at the end of Chapter 7)</p> | RSLD Lesson #7 |
| Due Sunday, March 29: Chapter 7 Quiz on Blackboard by midnight | | | |
| WK10 | T 31 | <p>What do we know about teaching vocabularies in content area learning? Part I (Vocabulary development, vocabulary instruction, implications for struggling readers)</p> <ul style="list-style-type: none"> • CARL Chapter 8 | RSLD Lesson #8 |

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| April | TR 2 | How could we teach vocabularies in content area learning? Part II (CCSS Language standards: Vocabulary acquisition and use, what every teachers should know about vocabulary instruction) • Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. <i>Journal of Adolescent & Adult Literacy</i> , 50, 528-537. • Stahl, K.A., & Bravo, M.A. (2010). Contemporary classroom vocabulary assessment for content areas. <i>The Reading Teacher</i> , 63, 566-578. | RSLD Lesson #9 |
| Due Sunday, April 5: Chapter 8 Quiz on Blackboard by midnight | | | |
| WK 11 | T 7 | How could we help students become reflective learners? Part I (Metacognition; teaching reading self-assessment; discussion) • CARL Chapter 9 | RSLD Lesson #10 |
| | TR 9 | How could we help students become reflective learners? Part II (Promoting critical literacy) • Luke, A. (1995). When basic skills and information processing just aren't enough: Rethinking reading in new times. <i>Teachers College Record</i> , 97, 95-115. | RSLD Lesson #11 |
| Due Sunday, April 12: Chapter 9 Quiz on Blackboard by midnight | | | |
| WK12 | T 14 | What are the roles of writing in content area literacy and learning? (Reading writing connection, writing process, perspectives on writing, CCSS/ ELAR/ SLAR writing standards, Writing next) • CARL Chapter 10 | RSLD Lesson #12 |
| | TR 16 | Share and Model a Writing Strategy (Time allotted will depend on enrollment) | |
| Due Sunday, April 19: Chapter 10 Quiz on Blackboard by midnight | | | |
| WK13 | T 21 | How could we connect reading and writing across the curriculum? (Designing writing tasks to foster content area learning, 6+1 traits) • Knipper, K., & Duggan, T. (2006). Writing to learn across the curriculum: Tools for comprehension in content area classes. <i>Journal of Adolescent & Adult Literacy</i> , 59, 462-470. | |
| | TR 23 | How could we help students understand the role of new literacy skills and strategies in their content area learning? (New literacy concepts, multimodality, information literacy; library skills; website evaluation) • CARL Chapter 11 | |
| Due Sunday, April 26: Chapter 11 Quiz on Blackboard by midnight | | | |
| WK14 | T 28 | DUE: Field Experience Reports 1 and 2 (Electronic Word Doc/ Under Week 14 Blackboard) Field Experience Reports 3 and 4 Field Experience Reports 5 and 6 Field Experience Reports 7 and 8 Field Experience Reports 9 and 10 DUE: Reader's Notebook Due Today DUE: Certify Teacher (10 hours by 11:55 p.m.) | |
| | TR 30 | This is a flexible day as it depends on test results from ED 3302 DUE: Field Experience Log (10 hours: hard copy) | |

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| WK15 | May | T | 5 | How can we foster lifelong literacy and content learning? (life-span development of reading competence) • CARL Chapter 12 |
| | | TR | 7 | DEAD DAY |
| Due Sunday, May 10: Chapter 12 on Blackboard by midnight | | | | |
| WK16 | TR | 12 | | Final Exam/ No Make-Up Time: 12:30p.m.- 2:30 p.m. |

Grading Policies and Guidelines

The criteria for determining your final grade are outlined below.

| Assignments | Weights/ Points | | Due Dates |
|---|-----------------|---------------------|--|
| 1. Homework, <u>participation</u> , in-class activities | 9% | 90 points | Ongoing |
| 2. Journal Article Reflection | 3% | 30 points | Feb. 19 |
| 3. Readers Notebook (2 at 15 points each) | 3% | 30 points | Feb.26 & Apr. 28 |
| 4. Mid-Term Exam | 7.5% | 75 points | Mar. 10 |
| 5. Textbook Reading Quizzes (12 @ 30 points each) | 36% | 360 points | View Calendar |
| 6. Reading Strategy Lesson Demonstration | 7% | 70 points | Sign Up for dates |
| 7. Reflection of Lesson demonstration | 3% | 30 points | **DUE the class date AFTER presentation! |
| 8. Field Experience Reports (5 @ 20 points each) | 10% | 100 points | All by Apr. 28 |
| 9. Field Experience Log | 2.5% | 25 points | by Apr. 30 |
| 10. Ten hours Certify Teacher (10 points each hr.) | 10% | 100 points | * DUE NO later than Apr. 28 by 11:55p.m. |
| 11. Final Exam | 9% | 90 points | May 12 |
| Total | 100% | 1,000 points | |

Grading Scale: A=900-1000 points (highest level/ exceeds expectation)

B = 800-899 points (high level/ proficient)

C = 700-799 points (average level/ acceptable)

D = 600-699 points (inadequate level/ emerging)

F = less than 600 points ---Unacceptable

Class Assignments Rubric:

- “A” Demonstrates the **highest level** of class attention, participation, preparation, responsibility, and professionalism as judged by the instructor’s expectations. Consistently and often contribute constructive comments and questions that expand and enrich class discussion. Projects must be of highest scholarly level.
- “B” Demonstrates a **high level** of class attention, participation, preparation, responsibility, and professionalism as judged by the instructor’s expectations. Occasionally contribute constructive comments and questions that expand and enrich class discussions. Submitted projects must be at a high level.
- “C” Demonstrates an **average level** of class attention, responsibility, participation, preparation, and professionalism as judged by the instructor’s expectations. Rarely contribute constructive comments and questions that expand and enrich class discussion. Submitted projects are at an average level.
- “D” Demonstrates an **inadequate level** of class attention, responsibility, participation, preparation and professionalism as judged by the instructor’s expectations. Submitted projects are at an inadequate level.

Academic Integrity:

All work submitted for a grade in this course must be **your original effort**.

The work cannot be copied from:

- *Materials purchased or copied from a pre-made kit,
- *A lesson plan, activities or worksheets downloaded from the Internet (in part or in whole)
- *Another individual's work (to include but not limited to a current or former student, current or former classroom teacher)
- *Your own work completed for another class
- *Any other copyrighted materials

If you use any of the materials listed above as a source (or inspiration) for your work, you must give credit to that individual using APA format.

*Students are to maintain complete honesty and integrity in academic experiences as described in the University Policies & Procedures section of the Sul Ross State University Student Handbook.

Submission of assignments:

Use the following pattern for saving and labeling assignments—send assignments as attachments. Submit assignments as a Word document.

Your first initial, full last name, course number, and assignment title:

Example: drodriguezED4314-Journal Article Reflection

Attendance Requirements: Adhere to the SRSU attendance guidelines. Regular class attendance is important for the attainment of the educational objectives of the University. Students enrolled in ED 4313 are expected to be on time and in class each class period. If you are tardy two times, this will count as one absence. Attendance is a major requirement in the field of professional education. In addition, students who are absent must take the initiative to contact me at: drodriguez5@sulross.edu and briefly state why you are missing class and how you intend to make up the information missed. The instructor will drop a student from the course when the student has a total of nine absences.

Class Etiquette:

Cell phones must be turned off or on silent.

Refrain from text messaging in class.

Children are not allowed to attend class.

Do not bring food to class.

It is up to you to obtain missed notes, handouts, etc. from a peer.

Written Assignments:

- All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Grammar, spelling, and vocabulary errors will result in a reduction of your score. Letters and materials written by you as a professional and sent to parents/administrators must be virtually perfect. Begin that practice now!
- There will be no pre-grading of assignments, as this gives some students an unfair advantage. All assignments will be graded and returned at the same time.
- All assignments are to be turned in on the due date. Since most assignments will require you to submit via Blackboard, you will have until 11:55 p.m. of the same day to submit. No assignments will be accepted after the due date. Technology problems are NOT acceptable reasons for an assignment to be late! Prepare your assignments enough in advance to accommodate untimely problems with your computer, Internet provider, printer, Blackboard, etc.
- No assignments or parts of assignments will be accepted via email. ALL assignments should be submitted through Blackboard, unless the instructor has indicated that the assignment should be brought to class.
- Please make a copy of everything you turn in to me. In the highly unlikely event that an assignment is lost or misplaced, the burden of proof rests with you.
- All assignments must be typed. No handwritten assignments will be accepted, unless noted. **Times New Roman/ 12 pt. font/ 1 inch margins/ double spaced/APA format, unless otherwise noted. ALWAYS submit your assignments using the assignment guidelines.**

NOTE: If you find yourself having technical difficulties contact Technical Support.

If you find yourself having content difficulties please do not hesitate to contact me.

****The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Instructor.***

SRSU DISABILITIES SERVICES

Sul Ross is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for accessibility services. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services must contact the Counseling and Accessibility Services, Ferguson Hall, Room 112.. The mailing address is PO Box C-171, Sul Ross State University, Alpine, TX 79832. The telephone number is 432-837-8203.

ATTENDANCE POLICY

Students are expected to attend all classes and be on time. Students must notify the instructor in advance if unable to attend a class or immediately after missing a class. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make-up work is at the discretion of the instructor as it relates to "explained and excused" absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes (as scheduled on campus or electronically on Blackboard), to be punctual, and to complete all assignments on time.

TOBACCO POLICY

Smoking is not permitted on the SRSU campus.

ELECTRONIC EQUIPMENT POLICY

Use of cell phones, pagers, or any electronic device is prohibited during class time. There are EMERGENCY exceptions. See your instructor.

***The descriptions and timelines of assignments contained in this syllabus are subject to change at the discretion of the Instructor.**