COURSE OBJECTIVES/OUTCOMES:

I. Course Description:

In this course, we study reading and writing processes, language development, and conventions of writing and content reading. Emphasis will be on instructional and comprehension strategies appropriate for content area literacy instruction and assessment and for working with culturally and linguistically diverse learners to improve communication skills.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course will provide students with an awareness of the literacy demands of various content areas and with practical strategies for helping their students develop their own awareness of and strategies for meeting the demands of reading and writing across the curriculum. During this semester we will investigate the nature of literacy and the ways in which it supports content area learning through an interactive format. Furthermore, we will explore some of the cognitive, social, cultural, linguistic, and political factors that affect how students engage in literacy and what impact these various factors have on the ways in which we frame classroom instruction.

Student Learning Outcomes:

• Explain and model various word recognition, vocabulary, questioning, and comprehension strategies used by fluent readers and teach effective study skills strategies.
• Provide instruction and model what, when, and how to use reading strategies with narrative and expository texts.
• Understand how various factors such as content, purpose, tasks, and setting influence the reading process.
• Recognize the importance of teaching reading as a social practice rather than a discreet series of skills and the importance of embedding reading instruction in a meaningful context for the purpose of accomplishing specific, authentic tasks or for pleasure.
• Employ strategies to encourage and motivate students to pursue and respond to reading and writing for personal growth and fulfillment.

A. Course Objectives-So that students will possess the knowledge base necessary to become a competent practicing professional, by the end of the semester students will be able to:

1. Describe major concepts in reading and writing processes as well as language development.
2. Describe and apply appropriate instructional strategies for literacy instruction and assessment in secondary content classrooms.
3. Describe and apply ways of meeting the content literacy needs of diverse student groups (at-risk/at-promise, special populations, racial/ethnic/cultural differences, etc.)

The concepts and skills acquired in SED 372 build upon concepts of learning theory found in SED 370, as well as information about curriculum design found in SED 371, and will be applied to lesson design and instructional strategies as part of the internship in SED 460 and Student Teaching in SED 442.

B. State- The content of the course will reflect areas of effective teaching practices addressed by the Pedagogy and Professional Responsibilities test of the Texas Examinations of Educator Standards (TExES). The course content will be examined in the context of how it applies to appropriate professional practice as well as its relationship to the competencies (available at www.sbec.state.tx.us). SED 372 will specifically focus upon Competencies 004, 007 and 009:

Competency 004- The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessment.
Competency 007- The teacher understands and applies principles for communicating effectively in varied teaching and learning contexts.
Competency 009- The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

C. University Core Values-In the College of Education at Stephen F. Austin State University, we value and are committed to:

1. Academic excellence through critical, reflective, and creative thinking
2. Life-long learning
3. Collaboration and shared decision-making
4. Openness to new ideas, to culturally diverse people, and to innovation and change
5. Integrity, responsibility, diligence, and ethical behavior, and
6. Service that enriches the community.

These Core Values are reflected in each of the following course assignments and activities.

D. E.L.L. Standards

I.001.1 Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning the ESL classroom.

I.001.2 Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction, and promote ESL students’ English language proficiency.

I.001.3 Understands the interrelatedness of listening, speaking, reading, and writing and uses this understanding to develop ESL students’ English language.

I.001.4 Knows the structure of the English language (e.g., word formation, grammar, sentence structure) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction in English.

I.002.1 Knows theories, concepts, and research related to L1 and L2 acquisition.

I.002.2 Uses knowledge of theories, concepts, and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students’ English language development at various stages.

I.002.3 Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.

I.002.4 Analyzes the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2.

II.003.1 Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address the TEKS (i.e., listening, speaking, reading, writing, viewing/representing).

II.003.5 Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.

II.004.1 Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the listening and speaking strands.

II.004.2 Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensive language environment with supported opportunities for communication in English.

II.004.4 Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students’ oral language proficiency in English.

II.004.5 Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 and L2.

II.005.1 Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the reading and writing strands.

II.005.2 Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students’ literacy in English.

II.005.3 Understands that English is an alphabetic language and applies effective strategies for developing ESL students/phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words).

II.005.5 Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 and L2.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. **Lesson Plan Workshop (21%)**-The purpose of the lesson plan workshop is to learn to plan lessons with the teaching strategies presented across the course. Additionally, students will practice the strategies learned in their content areas. Students will also implement TEKS and ELPS in their content areas.

   For the workshop, you will be grouped with other students who may or may not be in your specific content area. Each week, one designated group member will present a lesson plan that he/she created/modified. The lesson plan will implement the teaching practices/reading strategies presented in the course readings for the week. The lesson will include a written rationale (~500 words) for the instructional decisions made in the lesson. The **written rationale should cite and discuss (a.) the course reading(s) for the week and (b.) one outside article selected from an appropriate journal or book.** The lesson plan should include full citations for the sources used (APA format). The presenting group member will provide the other members with hard copies of the lesson plan before presenting the lesson.

   Group members will participate in the presentation of the lesson and offer written feedback based on their own understanding of the incorporated teaching practices/reading strategies. The feedback should demonstrate that the group members have read and understood the course readings.

   The lesson plan and rationale are due to Dr. Niño for grading the day after presented. Candidates have the option of incorporating feedback before submission. Candidates will also turn in group members’ feedback (it will be returned after Dr. Nino grade the lesson plan). A detailed instruction handout will be provided.

   Across the lesson plan workshops, each group member will present 3 mini-lessons and provide feedback for their group members’ lessons. The presented lessons are worth 15% of the course grade (5 points each), and the total for the feedback is 6% (2 points each). **A minimum of one lesson must integrate the Smart Board. **

   **Ties in to SFASU value of Academic excellence through critical, reflective, and creative thinking and Collaboration and shared decision-making.

2. **Field Experience (20%)** Each candidate is expected to complete 10 hours of field experience during SED 372. The professor will provide guidance on how to complete this requirement during summer term.

3. **Case Study (5%)**: Students will consider how their case study student will experience one lesson they have designed and planned. The paper should anticipate what support the case study student will require during the lesson. What activities of the lesson will be areas of strength for the student? What activities will require more support for the student? What will this support be? More guidance for the writing of this paper will be provided in class.

4. **Co-teaching (16%)**: In small groups, members will co-teach a lesson. The lesson can be cross-curricular to incorporate different content areas. The lesson must be based on literacy theory and incorporate strategies from the class. The mini-lesson will represent an abbreviated segment lesson cycle. Candidates will plan and implement before, during, and after “reading” activities. More guidance for the lesson will be provided in class.

5. **Reflective Writing and Discussions (12%)** Students will engage in informal, structured discussions based on course readings. The discussions will model discussion techniques—Socratic Seminars, Inside/Outside Circle, Think-Pair-Share, etc. In addition, students will informally reflect and write about concepts, strategies, and topics as assigned throughout the semester. Activities could include-Stop and Write, Write Around, etc.

6. **Edited, Revised, Formal Writing (Midterm) (10%)** Students will write one refined reflective piece at mid-term. Questions will be provided; however, the questions will be framed from students’ informal reflective writings. This writing piece will represent a culmination of learning for the course as applied to the candidate’s content area.

7. **ENLACE Module and Quiz (6%)**: Candidates will complete an ENLACE (English Language Acquisition Center for Excellence) module through blackboard. Most of the ESL components are integrated into course materials and assignments. Candidates will also complete an ENLACE quiz.

8. **Professional Growth Opportunities (3 pts. each, maximum of 2)** Just as professional educators have the opportunity for continued professional growth, students will be given the opportunity to extend, elaborate, and apply their classroom learning to one educational experience outside of the classroom setting. These experiences will vary with the semester depending upon community and university events.

Quality of Assignments
High professional standards are expected of all assignments. All written assignments must be submitted in 12-point font and double-spaced format and adhere to the conventions of Standard English. Proofreading for appropriate style, grammar, mechanics, and spelling is essential. Insufficiently developed assignments will be returned and must be resubmitted with appropriate corrections and feedback before credit may be earned. All written and/or group assignments are to be submitted in a timely, professional manner.

- All assignments are due on the assigned date. **Late assignments will not be accepted unless a deadline extension is negotiated before the work is due.** No assignments will be accepted after the due date. Incomplete assignments will receive zero points.

**Changes:** The instructor reserves the right to make changes or modifications in the above requirements as needed and/or required to meet course goals. Students will be notified of the changes.

**IV. Evaluation and Assessments (Grading):**

- Lesson Plan Workshop (Plan and Implement) 15%
- Lesson Plan Workshop (Participate and Give Feedback) 6%
- Case Study 5%
- Field Experience 20%
- Co-Teaching 16%
- Reflective Writing and Discussions 12%
- Midterm 10%
- ENLACE Module and Quiz 6%
- Professional Dispositions 10%
- Professional Growth Opportunities 6%

To determine your grade, take your total points earned for each category. Letter grades for the course will be determined as follows:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- Below 60% = F

**Note:** Students in the secondary and all level of education programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/level. Students earning a grade less than “C” in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.

**V. Tentative Course Outline/Calendar:** Course calendar with specific deadlines and assignments is available to students through Blackboard every five weeks.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Possible Practices/Strategies</th>
<th>Readings (DUE)</th>
<th>Assignments (DUE)</th>
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<tbody>
<tr>
<td>1 Mon 6/6</td>
<td>-Introduction to Course -Why (and what is…) Reading in the Content Area -Literacy Definitions -Personal Experiences with Literacy -Introduction to “Technical” Aspects of Literacy</td>
<td>-(Begin McCourt in class)</td>
<td>-McCourt -Walsh “Multimodal Texts”</td>
<td>Identify lesson workshop groups</td>
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<td>2 Tues 6/7</td>
<td>-“Technical” Aspects of Literacy -Interest and Motivation -Introduction to Freire (banking concept vs.</td>
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<td>Day</td>
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<td>3</td>
<td>Wed 6/8</td>
<td>- Literacy, Critical Thinking, and Power</td>
<td>- Freire (2)</td>
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<td>- Achievement/Opportunity Gaps</td>
<td>- Kohn “How to Create Nonreaders”</td>
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<td>4</td>
<td>Thurs 6/9</td>
<td>- Cultures, Literacy, Standards and Comprehension</td>
<td>- Moore et al.</td>
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<td>- Formal and Informal Assessments and the Role of Literacy</td>
<td>- Fisher &amp; Frey, Chapter 9</td>
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<td>- Guzetti, Elliott, &amp; Welsch Chapter 9</td>
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<td>5</td>
<td>Mon 6/13</td>
<td>- Lesson Planning for Literacy and Thinking</td>
<td>- TEKS, ELPS</td>
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<td>- Changing Role of “Information”</td>
<td>- Fisher &amp; Frey, Chapter 1</td>
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<td>- De-centered “Authority” and “Text” in the Postmodern Classroom</td>
<td>- Guzetti, Elliott, &amp; Welsch Chapter 1</td>
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<td>- What is “Text”</td>
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<td>6</td>
<td>Tues 6/14</td>
<td>- Sequencing “Texts”</td>
<td>- Lee &amp; Spratley</td>
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<td>- Building Prior Knowledge</td>
<td>- “Reading in the Disciplines”</td>
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<td>- Brief Intro to Second Language Acquisition</td>
<td>- Woods “The Right to Think”</td>
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<td>Wed 6/15</td>
<td>- Building Prior Knowledge (cont.)</td>
<td>- Guzetti, Elliott, &amp; Welsch Chapter 5</td>
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<td>- YouTube and Videos</td>
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<td>- Funds of Knowledge</td>
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<td>- Cummins’ Four Quadrants</td>
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<td>- Anticipatory Sets</td>
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<td>Thurs 6/16</td>
<td>- Purposes for Reading Texts</td>
<td>- Fisher &amp; Frey, Chapter 6 (revisit Text Structure Chapter 1)</td>
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<td>- Knowledge of Structure &amp; Genre</td>
<td>- Barry “Reading Strategies Teachers Say…”</td>
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<td>- H.O. “Text Structures”</td>
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<td>9</td>
<td>Mon 6/20</td>
<td>- Social Networking</td>
<td>- Guzetti, Elliott, &amp; Welsch Chapter 3</td>
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<td>- Culturally responsive literacies</td>
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<td>- Individual and collectivist cultures (related to literacy and communication)</td>
<td>- Nelson “Culturally Responsive Literacy”</td>
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<td>Tues 6/21</td>
<td>- Vocabulary</td>
<td>- Fisher &amp; Frey, Chapter 3</td>
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<td>- <strong>Midterm</strong></td>
<td>- Smith “Teaching Vocab Expediiously”</td>
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<td>11</td>
<td>Wed</td>
<td>- Blogs and Wikis</td>
<td>- Guzetti, Elliott, &amp; Welsch</td>
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Lesson workshop #1 & #2
Lesson workshop #3 & 4
Lesson workshop #5 & #6
Lesson workshop #7 & #8
VI. Textbooks and reading materials:


3. Access to a textbook or other grade-appropriate text in your content area.


6. Supplementary articles, documents, handouts, etc. as assigned from course instructor. Students will MAINTAIN A 3 RING BINDER AND FILE ALL MATERIAL RECEIVED IN THIS BINDER, (as well as other material gathered independently or in conjunction with the lesson plan project). Students may also use an electronic format for the readings if and only if students have easy and immediate access to the materials during class.

** If using 2nd edition Fisher & Frey (#1), please talk to Dr. Niño about which chapters correlate to the 3rd edition.**

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course,
please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance: Given the important role whole class discussions and activities will play in this course, your presence in class is expected. Simply put, attendance is mandatory. University policy lists the following reasons for excusing a student’s absence from class: Health-related issues, family emergencies, and student participation in university-related activities. Sick days and university-related activities require appropriate documentation so that any missed work may be completed.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

IX. Other Relevant Course Information:

Mobile technology:

Please turn off any mobile phones and other portable technology prior to the beginning of class.

Certification

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due __________________. If you
have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin](http://www.texas.ets.org/registrationBulletin)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handbook. [http://www.sfasu.edu/education/department/educatorcertification/docs/edcert-undergrad_handbook.pdf](http://www.sfasu.edu/education/department/educatorcertification/docs/edcert-undergrad_handbook.pdf)