COURSE OBJECTIVES/OUTCOMES:

I. **Course Description:** This course will focus on disciplinary literacy processes, language development, and conventions of reading, writing, speaking, listening, and creating in the content areas. Emphasis will be on instructional, comprehension, and communication strategies appropriate for disciplinary literacy instruction and assessment and for working with culturally and linguistically diverse learners to improve communication skills. **Prerequisites:** HMS 203, SED 370, and admission to Teacher Education.

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

**Program Learning Outcomes:**

1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.
2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.
3. The candidate will design an effective classroom management plan for diverse learner centered educational settings.
4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.

**Student Learning Outcomes:**

1. The candidates will explain and model various vocabulary, questioning, and comprehension strategies used by fluent readers and teach effective study skills strategies.
2. The candidates will provide instruction and model what, when, and how to use disciplinary literacy strategies with print and non-print-based texts.
3. The candidates will understand how various factors such as content, purpose, tasks, and setting influence the reading process.
4. The candidates will 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.
A. GOALS AND OBJECTIVES:

COMMISSIONER STANDARDS: ASSESSMENT FOR CONTEMPORARY CLASSROOMS

1A(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
1A(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
1A(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.
1B(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
1B(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
1B(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
1C(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.
1E(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
1E(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
1E(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.
2B(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.
3B(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

PPR TEST FRAMEWORK

1F. Uses knowledge of cognitive changes in students in early childhood through adolescence (e.g., from an emphasis on concrete thinking to the emergence and refinement of abstract thinking and reasoning, increased ability to engage in reflective thinking, increased focus on the world beyond the school setting) to plan developmentally appropriate instruction and assessment that promote learning and development.
1L. Recognizes the importance of helping students in early childhood through grade 12 learn and apply life skills (e.g., decision-making skills, organizational skills, goal-setting skills, self-direction, workplace skills).
2H. Knows the ELPS in the domains of listening and speaking in accordance with the proficiency-level descriptors for the beginning, intermediate, advanced, and advanced-high levels.
2I. Knows the ELPS in the domains of reading and writing in accordance with the proficiency-level descriptors for beginning, intermediate, advanced and advanced-high levels.
4D. Recognizes how characteristics of students at different developmental levels (e.g., limited attention span and need for physical activity and movement for younger children; importance of peers, search
for identity, questioning of values, and exploration of long-term career and life goals for older students) impact teaching and learning.

4E. Stimulates reflection, critical thinking and inquiry among students (e.g., supports the concept of play as a valid vehicle for young children’s learning; provides opportunities for young children to manipulate materials and to test ideas and hypotheses; engages students in structured, hands-on problem-solving activities that are challenging; encourages exploration and risk-taking; creates a learning community that promotes positive contributions, effective communication and the respectful exchange of ideas).

4F. Enhances learning for students by providing age-appropriate instruction that encourages the use and refinement of higher-order thinking skills (e.g., prompting students to explore ideas from diverse perspectives; structuring active learning experiences involving cooperative learning, problem solving, open-ended questioning and inquiry; promoting students’ development of research skills).

4M. Incorporates students’ different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices.

4N. Provides instruction to ensure that students can apply various learning strategies (e.g., using prior knowledge, metacognition, graphic organizers) across content areas, in accordance with the ELPS.

4O. Provides instruction in a manner that is linguistically accommodated (communicated, sequenced and scaffolded) to the student’s level of English-language proficiency to ensure that the student learns the knowledge and skills across content areas, in accordance with the ELPS.

9A. Demonstrates knowledge of basic terms and concepts of current technology (e.g., hardware, software applications and functions, input/output devices, networks).

9B. Understands issues related to the appropriate use of technology in society and follows guidelines for the legal and ethical use of technology and digital information. (e.g., privacy guidelines, copyright laws, acceptable use policies).

9C. Applies procedures for acquiring, analyzing, and evaluating electronic information (e.g., locating information on networks, accessing and manipulating information from secondary storage and remote devices, using online help and other documentation, evaluating electronic information for accuracy and validity.

9D. Knows how to use task-appropriate tools and procedures to synthesize knowledge, create and modify solutions and evaluate to support the work of individuals and groups in problem-solving situations and project based learning activities (e.g., planning, creating, and editing word processing documents, spreadsheet documents and databases; using graphic tools; participating in electronic communities as learner, initiator and contributor; sharing information through online communication).

13B. Knows and adheres to legal to ethical requirements regarding the use of educational resources and technologies (e.g., copyright, Fair Use, data security, privacy, acceptable use policies).

ESL STANDARDS:

1A. 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 in the ESL classroom.

1B. 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.
1C. Understands the interrelatedness of listening, speaking, reading and writing and uses this understanding to develop ESL students’ English-language proficiency.

1D. Knows the structure of the English language (e.g., word formation, grammar, vocabulary and syntax) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction to develop the foundation of English mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the English Language Proficiency Standards.

2A. Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the domains of listening, speaking and reading and writing.

2C. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction, engaging students in critical thinking and fostering students’ communicative competence.

2D. Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.

3C. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction, engaging students in critical thinking and fostering students’ communicative competence.

3D. Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.

4A. Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the proficiency level descriptors for the beginning, intermediate, advanced and advanced-high levels in the listening and speaking domains.

4B. Understands the role of the linguistic environment and conversational support in second-language development and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English.

4C. Applies knowledge of practices, resources and materials that are effective in promoting students’ communicative competence in English.

4D. 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 in accordance with the ELPS.

4E. Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2.

5B. 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.

5C. 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).

5F. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in reading and/or writing in accordance with the ELPS.
6A. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction that is linguistically accommodated (communicated, sequenced and scaffolded) to the student’s levels of English-language proficiency; engaging students in critical thinking; and developing students’ cognitive-academic language proficiency across content areas.

6C. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students’ cognitive-academic language development and content-area learning.

6D. Knows personal factors that affect ESL students’ content-area learning (e.g., prior learning experiences, familiarity with specialized language and vocabulary, familiarity with the structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors.

9A. Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students’ learning of academic content, language and

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

This class incorporates a modified form of Team-Based Learning (TBL). The primary objective of TBL is to go beyond simply covering content and to focus on ensuring that students have the opportunity to practice use course concepts to solve problems. Thus, TBL is designed to provide students both conceptual and procedural knowledge.

<table>
<thead>
<tr>
<th>Preparation (preclass)</th>
<th>Readiness Assurance Diagnosis-Feedback</th>
<th>Application of Course Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Individual Study</td>
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<td>Instructor Feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written Appeals (from teams)</td>
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<tr>
<td></td>
<td></td>
<td>Application-Oriented Activities</td>
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<tr>
<td>Individual Test</td>
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<tr>
<td>Team Test</td>
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<tr>
<td></td>
<td>4-15 minutes of class time</td>
<td>1-4 hours of class time</td>
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</table>

Note: This sequence is repeated for each major instructional unit—typically five to seven per course.

There are FIVE team-based learning units in this course. Points on team-based learning activities are allocated as follows:

a. #2 above iRAT (individual test) (FIVE, 10 points each) (50 points total)
b. #3 above tRAT (team test) (FIVE, 20 points each) (100 points total)
c. #6 above Strategy Workshops Teaching (application-oriented activities) (FIVE, 35 points each)
d. #6 above Strategy Workshops Feedback (application-oriented activities) (FIVE, 25 points each)

1. iRAT (individual Readiness Assurance Test) (FIVE, 10 points each) (50 points total) Students complete course reading (Preparation) and then complete an iRAT in class (a quiz of 10 questions).
2. **tRAT (team Readiness Assurance Test) (FIVE, 20 points each) (100 points total)** Immediately after the iRAT, in teams, students complete a tRAT, an identical *team* Readiness Assurance Test and receive immediate feedback. The purpose of the assurance test is to assure the team that each member is ready to participate in the application-oriented activities and strategy workshops after completing the necessary reading. Based on results of the RAP, reteaching and instructor feedback/clarification may occur to assure students are prepared for the application activities.

3. **Strategy Workshops-Teaching (FIVE, 35 points each) (175 points total).** The purpose of the strategy workshops is to learn to implement the teaching strategies and processes in the context of candidates’ content areas and using authentic texts from the disciplines. In teams, candidates will implement TEKS, ELPS, and CCRS in their content areas with authentic texts. Candidates will employ a literacy method learned in the unit in a five-minute lesson slice. **At least one workshop must employ technology.**

4. **Strategy Workshop-Feedback (FIVE, 25 points each) (125 points total).** Candidates will give specific feedback to teams. Feedback will represent knowledge of purposes of strategies and best practices for disciplinary literacy. Candidates will also provide feedback on team members’ contributions to the workshop.

5. **Reading Circles- (SEVEN, 25 points each) (175 points total).** Students will engage in seven reading circles about the text *The Shallows*. In these, students will take on a specific role in the circle (Discussion Director, Bias Finder, Evidence Evaluator, Researcher, or Connections Conductor). Students will collaborate via Office 365 to prepare, will engage in the discussion circle, and then will follow-up in the Office 365 document.

6. **Field Experience/Service Learning Hours (~10 hours) (100 points total)** Each candidate will complete field experience during SED 372. Candidates will complete hours at area schools observing ESL classrooms (4 hours) and tutoring ESL students (6 hours). An alternative, one-time field experience on November 18 in Houston ISD will be offered if there is enough interest.

7. **Field Experience/Service Learning Reflective Paper (100 points)** Each candidate will write a reflective, researched paper articulating lessons learned during the field experience. The professor will provide guidance and specifics.

8. **Co-teaching/Literacy Lesson (150 points)** In partners or small groups, students will co-teach an original lesson (150 points). The lesson will 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. Students will work together with a partner to create a full lesson plan, incorporating all parts from workshops and present to the class. These will include Pre/During/Post strategies; TEKS, ELPS, Content and Language Objectives; Assessments, etc. Candidates will plan and implement pre, during, and after “reading” activities. More guidance for the lesson will be provided in class.
9. **Co-teaching/Literacy Lesson Reflective Paper (50 points)** Students will identify key areas of concern for their teaching lessons throughout the semester and final teaching assignment. The reflection will include:
   a) ideas of teacher preparation,
   b) lesson plan changes,
   c) own personal growth,
   d) areas of improvement.

10. **Professional Growth Opportunities (20 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. These opportunities are in addition to maximum course points, are open to all, and are limited to 40 points. Candidates must submit verification of attendance or participation and a one-page reflection on the experience to D2L to receive credit.

**Quality of Assignments**

- High professional standards are expected of all assignments.
- 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.**
- I am a reasonable person. Please don’t take advantage of that. You are growing your teaching dispositions—be mindful of the professional habits you are forming.
- Unless otherwise stated, assignments are to be submitted to the assignment dropbox on D2L.
- **ALL ASSIGNMENTS** in the chart below must be submitted for course completion and grade assignment.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points Possible</th>
<th>Percentage of Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 iRAT (individual quiz)</td>
<td>5 at 10 points=50</td>
<td>5%</td>
</tr>
<tr>
<td>2 tRAT (team quiz)</td>
<td>5 at 20 points=100</td>
<td>10%</td>
</tr>
<tr>
<td>3 Strategy Workshops 1-5 (Teaching)</td>
<td>5 at 35 points=135</td>
<td>17.5%</td>
</tr>
<tr>
<td>4 Strategy Workshops 1-5 (Feedback)</td>
<td>5 at 25 points=125</td>
<td>12.5%</td>
</tr>
<tr>
<td>5 Reading Circles</td>
<td>7 at 25 points=175</td>
<td>17.5%</td>
</tr>
<tr>
<td>7 Field Experience Hours</td>
<td>10 hours=100 points</td>
<td>10%</td>
</tr>
<tr>
<td>8 Field Experience Reflective Paper</td>
<td>75 points</td>
<td>7.5%</td>
</tr>
<tr>
<td>9 Co-Teach</td>
<td>150 points</td>
<td>15%</td>
</tr>
<tr>
<td>10 Co-Teach Reflective Paper</td>
<td>50 points</td>
<td>5%</td>
</tr>
<tr>
<td>Professional Growth Opportunities</td>
<td>20 points (maximum of 2)--optional</td>
<td></td>
</tr>
<tr>
<td>TENTATIVE TOTAL COURSE POINTS</td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

To determine your grade, take your total points earned for each category, add them, and calculate the percentage based on the total course points. 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.

VI. Texts and Materials (Required and recommended — including texts, websites, articles, etc.):

**REQUIRED (must purchase):**


**REQUIRED (will be provided or is accessible on the internet):**

4. Access to printed/electronic copy of Texas ELPS. Available here http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4
6. Supplementary articles, documents, handouts, etc. as assigned from course instructor.

LiveText Statement:
Upon your enrollment in this course, if you do not already have an existing LiveText account, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check your junk e-mail. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.

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!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. 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.

According to department policy, on the third unexcused absence, course grade will be dropped a letter grade. Each subsequent absence will result in an additional letter-grade reduction. I will take attendance daily via Class DoJo.

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the
course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

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 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/.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- 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 one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

All assignments will be turned in via D2L and will be checked for plagiarism using TurnItIn. Don’t cheat. Don’t plagiarize. You are planning on being a teacher. Teachers are held to a higher ethic than other professionals. Also, your academic dishonesty makes life difficult for both of us. Do the work and grow as a professional. I take the time to give meaningful assignments. Take advantage of it and become an amazing teacher.
Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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. 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.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:
Mobile technology:

Please turn mobile phones and other mobile technology to silent prior to the beginning of class. REFRAIN from non-instructional use of mobile technology during class. As adult learners, I trust any use of mobile technology – taking pictures of notes, looking up definitions, etc. is on task and I expect you not to take advantage of my professional trust.
V. Tentative Course Outline/Calendar. Additional readings will be assigned.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T 8.29</strong></td>
<td>★ Awesomeness</td>
</tr>
<tr>
<td></td>
<td>Establishing a culture of team-based learning and a supportive climate of literacy and collaboration.</td>
</tr>
</tbody>
</table>
| **R 8.31** | ★ Introduction to Course
★ Why (and what is…) Reading in the Content Area, Disciplinary Literacy
★ Definitions of different types of literacy |
|       | Pay attention to your literacy habits for 24 hours. Keep a journal/list. |
| **T 9.5** | ★ Continue Disciplinary Literacy
★ Reading Circle Introduction |
|       | In class- List of texts, tasks, habits of mind. |
|       | Reciprocal Teaching Jigsaw (IAL pp. 10-15)
Communities of Knowledge |
|       | In class-Reciprocal Teaching/Jigsaw |
|       | In class: “The Importance of the Act of Reading”
| **R 9.7** | ★ Continuing to Define Disciplinary Literacy
★ Higher Order Thinking |
|       | Golden Lines Carousel/Gallery Walk Discussion
Think/Pair/Share (IAL p. 8) |
|       | “Disciplinary Literacy: A Principle-Based Framework”
(due before class)
(due before class) |
| **T 9.12** | ★ Continuing to Define Disciplinary Literacy
★ Higher Order Thinking |
|       | Golden Lines Carousel/Gallery Walk Discussion
Think/Pair/Share (IAL p. 8) |
|       | “Disciplinary Literacy: A Principle-Based Framework”
(due before class)
(due before class) |
|       | Golden Lines : Choose |

Assignments DUE:
- Get textbooks.
- Pay attention to your literacy habits for 24 hours. Keep a journal/list.
<p>| | | | |</p>
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</table>
| 6 | R 9.14 | ★ Team Based Learning Introduction  
★ Reading Circle #2 | “Team Based Learning”  
Practice RAP  
Reading Circle #2 |
| 7 | T 9.19 | ★ **Planning** for Literacy: Input and Output (Notes in Class)  
★ Crafting Objectives  
★ Preventing Students from “Flying Under the Radar”  
★ Introduce Strategy Workshops | TEKS  
College and Career Readiness Standards (CCRS)  
English Language Proficiency Standards (ELPS)  
Chapter 2 IAL  
Chapter 1 IAL (p. 7)  
DLS Ch 3 (pp. 38-45)  
RAP #1 |
| 8 | R 9.21 | ★ **Pre/During/Post** Reading: Lesson Cycles for Literacy, Information Processing, Higher Order Thinking  
★ Meaning Making  
★ Building/Activating Schema | Advance Organizers-  
to activate schema)  
Demonstrations (IAL p. 21)  
Discrepant Events (IAL p. 21)  
Visual Displays (IALp. 22)  
TP Questions (IAL p. 23)  
Defining Purposes for Reading  
Quick Writes  
Three-step Interview  
Guest Speakers  
Anticipation Guide  
Children’s Books/Picture Books  
Comics/Graphic  
http://www.nclack.k12.or.us/cms/lib6/OR0100092/Centricity/Domain/3607/Building%20ands%20activating%20students%20background%20knowledge%20is%20what%20they%20already%20kno | |
<p>| 9 | T 9.26 | <strong>Pre Reading (Before “Input”)</strong> Activating/Building Schema | Reading Circle #3 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Topics</th>
<th>Resources</th>
<th>Strategy Workshop</th>
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<tbody>
<tr>
<td>10</td>
<td>R 9.28</td>
<td>Pre Reading (Before “Input”)</td>
<td>Novels, Art, Videos, Visualization, Poems, Experiential Learning</td>
<td>w%20that%20counts.pdf</td>
<td>Building/Activating Background Knowledge</td>
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<tr>
<td>11</td>
<td>T 10.3</td>
<td>Vocabulary</td>
<td>Vocab Awareness Chart (IAL p. 41), Shades of meaning (IAL p. 46), Concept of a Definition Map, Frayer Model/Visual Association Chart/Vocabulary Note Card, Semantic Feature Analysis, Vocabulary Rating</td>
<td>IAL Ch 3 DLS-Ch 5 pp 99-106 “Vocabulary Instruction in the Secondary Classroom” in Adolescent Literacy: Field Tested (D2L)</td>
<td>RAP #2</td>
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<td>13</td>
<td>T 10.10</td>
<td>Vocabulary</td>
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<td>Strategy Workshop #2 = Vocabulary</td>
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<td>14</td>
<td>R 10.12</td>
<td><strong>During</strong></td>
<td>Text Styles (IAL pp. 5-6.) Jigsaw/Reciprocal Teaching (IAL pp. 10-15) Note-taking Structures</td>
<td>Chapter 1 IAL (pp. 1-15) Chapter 6-7 IAL</td>
<td>RAP #3</td>
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<td>15</td>
<td>T 10.17</td>
<td><strong>Comprehension (During-reading/input)</strong></td>
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<td>DLS Ch 3 (pp. 45-64) DLS Ch 5 108-124</td>
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<td>16</td>
<td>R 10.19</td>
<td><strong>Comprehension (During-reading/input)</strong></td>
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<td>Strategy Workshop #3 Discipline-Specific Structured Notetaking</td>
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<td>T 10.24</td>
<td><strong>Comprehension (During-reading/input)</strong></td>
<td>IAL Ch 4 “Mental Modeling” in <em>Do I Really Have to Teach Reading</em> (D2L)</td>
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<td>18</td>
<td>R 10.26</td>
<td><strong>Las Americas Trip #1 – Compensated Time – we will not meet for class</strong></td>
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<td>19</td>
<td>T 10.31</td>
<td><strong>Comprehension (During-reading/input)</strong></td>
<td>Review During Strategies</td>
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<td>Reading Circle #6</td>
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<td>20</td>
<td>R 11.2</td>
<td><strong>Comprehension (During-reading/input)</strong></td>
<td>Think alouds Comprehension Strategy Guide/Anticipation Reaction Guide Reading Road Map</td>
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<td>Strategy Workshop #4 Think Aloud</td>
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<td>21</td>
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<td><strong>Comprehension (After-Reading)</strong></td>
<td>Writing Activities Speaking Activities</td>
<td>Chapter 8 IAL DLS 6-7 DLS Ch 5 125-139</td>
<td>RAP #5</td>
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<td>22</td>
<td>R 11.9</td>
<td>Creating Activities Summaries Learning Stations Reciprocal Teaching Write Around Literacy 2.0</td>
<td>Review After-Reading Strategies</td>
<td>Reading Circle #7</td>
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<td>23</td>
<td>T 11.14</td>
<td><strong>Comprehension (After-Reading)</strong> ★ Higher Order Thinking (for real)</td>
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<td>Las Americas Trip #2 November 15</td>
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<td>24</td>
<td>R 11.16</td>
<td>ESL Review and Wrap Up Debrief ESL Information/Field Experience</td>
<td>In Class: Sample ESL 154 Questions</td>
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<td>25</td>
<td>T 11.28</td>
<td>Cross-curricular literacy lesson</td>
<td>Bring materials to work on cross-curricular literacy lessons</td>
<td>Tentative Dates! Will be finalized as semester progresses.</td>
<td>Co-teaching/Literacy Lesson</td>
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<td>26</td>
<td>R 11.30</td>
<td>Cross-curricular literacy lesson</td>
<td>Team #1 Team #2</td>
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<td>27</td>
<td>T 12.5</td>
<td>Cross-curricular literacy lesson (TBA-AERA)</td>
<td>Team #3 Team #4</td>
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<td>28</td>
<td>R 12.7</td>
<td>Cross-curricular literacy lesson</td>
<td>Team #5 Team #6</td>
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<td>F 12.8 Teacher Job Fair HPE 9:30-12:00 am</td>
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<td>T 12.12</td>
<td>001 Final Exam 10:30-12:30</td>
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<td>Co-Teach/Literacy Lesson Reflection Field Experience/Service Learning Reflection &amp; Log</td>
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