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E-mail: copealiso@sfasu.edu
Office Phone: (936)468-1719
Fax: (936)468-1573

Additional readings will be assigned and/or distributed throughout the term. These will be provided by the instructor or will be designated as available on-line, in the library or posted as a file under “Resources” in the course page on D2L.

I. Course Description:
In this course, we study disciplinary literacy processes, language development, and conventions of reading, writing, speaking, listening, and creating in the content areas. 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. **Prerequisites: HMS 203, SED 370, Admission to Teacher Education**

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 literacy demands 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.

**Program Learning Outcomes:**
**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 disciplinary literacy 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, language acquisition
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 460/450 and
Student Teaching.

**Student Learning Outcomes:**
• Explain and model various 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 literacy strategies with narrative
  and expository texts.
• Provide instruction and model what, when, and how to use literacy strategies with non-print-
  based 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.

**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. Mission of James I. Perkins College of Education**

The mission of the James I. Perkins College of Education is to prepare competent, successful,
caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible
service, leadership, social justice, and continued professional and intellectual development in an
interconnected global society.
**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. ELL 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:

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 using course concepts to solve problems. Thus, TBL is designed to provide students both conceptual and procedural knowledge.

There are FIVE team-based learning units in this course, arranged according to the order in which they normally occur in the learning process (BEFORE, DURING, & AFTER reading comprehension). These units are as follows:

<table>
<thead>
<tr>
<th>READING PROCESS:</th>
<th>UNIT OF STUDY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEFORE ----------</td>
<td>1. Building &amp; Activating Schema (Before comprehension)</td>
</tr>
<tr>
<td></td>
<td>2. Vocabulary (could happen BEFORE or DURING comprehension)</td>
</tr>
<tr>
<td>DURING-----------</td>
<td>3. Structured Notetaking (DURING comprehension)</td>
</tr>
<tr>
<td></td>
<td>4. Inquiry in the Disciplines (throughout the process)</td>
</tr>
<tr>
<td>AFTER------------</td>
<td>5. Writing (Summative = after; throughout the process)</td>
</tr>
</tbody>
</table>

1 About the Unit Tests: Students complete course reading outside of class and come to class prepared to discuss/analyze the readings (Preparation), and then complete an individual test in class (a quiz of 10 questions). Instructor gives immediate grade feedback, and then in teams, students complete an identical team test, and receive immediate feedback. The purpose of these tests is to ensure that each member of the team is ready to participate in the application-oriented activities and strategy workshops after completing the necessary
reading. Based on results of the tests, reteaching and instructor feedback/clarification may be required to ensure preparation for the application activities.

2 **Strategy Workshops-Teaching (five lessons)** 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 ten-minute lesson segment. **At least one workshop must employ technology.**

3 **Strategy Workshop-Feedback (five feedback forms)** Candidates will give specific feedback to teams. Feedback will represent knowledge of purposes of strategies and best practices for disciplinary literacy.

4 **Field Experience/Service Learning Hours (Ten hours)** Each candidate is expected to complete field experience during SED 372. Candidates will complete 10 hours of tutoring ELL students in a content classroom, or a combination of 6 hours on the Las Americas group excursion and an additional 4 hours tutoring in a local area classroom. Background check forms will be processed, and hours must be scheduled by midterms.

5 **Field Experience/Service Learning Reflective Paper** Each candidate will write a reflective, researched paper articulating lessons learned during the field experience. The professor will provide a rubric and prompt sheet prior to the due date for this paper. Field observation notes are required as a part of this paper too; the instructor will provide the format for these field notes to be submitted with the paper assignment.

6 **Inter-disciplinary Literacy Co-Teaching Lesson & Individual Lesson Plan** In small interdisciplinary groups, members will co-teach an original lesson. The lesson will be interdisciplinary to incorporate all the disciplines of your team members. The lesson must be based on literacy theory and incorporate strategies from the class. The 25-30 minute mini-lesson will represent an abbreviated lesson cycle. Candidates will plan and implement pre-, during, and post “learning comprehension” or input activities. More guidance for the lesson will be provided in class. Following the lesson, candidates will submit an individual lesson plan representing their contribution to the group lesson.

7 **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.
- 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>Percentage of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Unit Quizzes (individual &amp; team)</td>
<td>20% total</td>
</tr>
<tr>
<td>Strategy Workshops 1-5 (10-min. Lesson + feedback)</td>
<td>20% total</td>
</tr>
<tr>
<td>Field Experience (10 hours)</td>
<td>10% (must complete in order to pass the class.)</td>
</tr>
<tr>
<td>Field Experience Reflection Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Inter-disciplinary Literacy Co-Teaching Lesson</td>
<td>10%</td>
</tr>
<tr>
<td>Inter-disciplinary Literacy Lesson Plan</td>
<td>10%</td>
</tr>
<tr>
<td>6 Lesson Strategies Portfolio</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TENTATIVE TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**There is no final exam in this class! Your portfolio of 6 lesson plans will be considered your final.

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” 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.):

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

NOTE: We will not cover every chapter in the assigned texts. Please note that the remaining chapters are still helpful to you.
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.

On the second unexcused absence, course grade will be dropped a letter grade. Each subsequent absence will result in an additional letter-grade reduction. Tardies or early departures count as one-half an absence, so two such unexcused occurrences will count as one absence. I will take attendance daily via a sign-in sheet.

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 professions. 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](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, engaging in formative assessment apps, etc. is on task and I expect you not to take advantage of my professional trust.

Failure Clause: You can immediately earn an F in this course due to the following reasons:

- Falsifying any records pertaining to any aspect of this course
- Your tutoring, e-mentoring, or mentoring school asks for you to be removed
- You have violated state or federal law
- You have violated The Code of Ethics and Standard Practices for Texas Educators
- You have violated school and/or district policy
- You have violated university policy
- Any other egregious acts of non-professional behavior
- You have accumulated 5 unexcused absences in this class

X. Instructional Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Possible Practices, Processes, Strategies</th>
<th>Content/Reading (must be done outside of class) DUE</th>
<th>Assignment s DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 1/16</td>
<td>Introduction s</td>
<td>Establishing a culture of team-based learning and a supportive climate of literacy and collaboration</td>
<td>Read through the 9 pages on the following site: “PART I: GET STARTED WITH DISCIPLINARY LITERACY” <a href="https://www.learner.org/courses/readwrite/disciplinary-literacy/what-is-disciplinary-literacy/1.html">https://www.learner.org/courses/readwrite/disciplinary-literacy/what-is-disciplinary-literacy/1.html</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Syllabus/Calendar</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>TH 1/18</td>
<td>Define Teams (&amp; Team-Based Learning (TBL))</td>
<td>Active reading, note taking, applying knowledge from the text to one’s own practices in the field</td>
<td>On Tuesday, bring in an example of disciplinary literacy being taught in your field. Ex:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group activities</td>
<td></td>
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### Building & Activating Schema

**T 1/2 3**
- **Define Disciplinary Literacy**
- **Higher Order Thinking (Bloom’s)**
- **ELLs and ELPS**

Group work: Build your own Bloom’s Examples on D2L. Discuss video.

Watch video and answer questions on our FB group page: [https://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning](https://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning)

**T 1/3 0**
- **Literacy Acquisition**
- **Literacy, Critical Thinking, and Power**
- **Achievement/Opportunity Gaps**

Golden Lines: Choose two “golden lines” from the reading (a quote that made you think “YES!”) from Ch. 1 – IAL. Highlight and be ready to do something with it.

Practice QUIZ in class i-RAT and t-RAT in class

In class- Reciprocal Teaching/Jigsaw

**T 4/17**
- **Strategy Workshop #4 – Research and Inquiry in the Disciplines**

**T 4/19**
- Writing to learn
  - Using writing prompts in assessment
  - Applying 3 kinds of knowledge
  - Developing writing skills

IAL ch. 7 – Purposeful Writing to Learn, pp. 119-126

**T 4/24**
- Using writing in your subject area

**TH 4/26**
- QUIZ #5
  - Individual quiz
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, 4/27</td>
<td>Las Americas Trip</td>
</tr>
<tr>
<td>T 5/1</td>
<td>Strategy Workshop #5 – Writing in the Disciplines</td>
</tr>
<tr>
<td>TH 5/3</td>
<td><strong>In-class workshop on group interdisciplinary literacy lesson presentation!</strong></td>
</tr>
<tr>
<td>Friday 5/4</td>
<td>Las Americas Trip</td>
</tr>
</tbody>
</table>

**Finals Week – Interdisciplinary Group Literacy Lesson Presentations and Strategy Portfolio due**

*Field Experience Written Reflection due by Thursday, May 10*