Syllabus

Secondary Education and Educational Leadership
SED 372.501 Disciplinary Literacy
Spring 2018

Instructor: Elizabeth B.Gound

Course Time: Fully On-line
Office: ECRC 201 F
Office Hours:
T: 11-2 TH: 12-2 Online

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Credits: 3
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Prerequisites: EPS 380, SED 370, Admission to TED, Special permission through SPED Department

I. Course Description:

The study of 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 addresses the COE mission and values. The course prepares competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. Specifically the course helps student learn to teach to all students and work with diverse families and students. In addition the course helps to prepare professionals for the public schools. The course promotes academic excellence through critical, reflective, and creative thinking, life-long learning, collaboration and shared decision-making, openness to new ideas, to culturally diverse people, and to innovation and change, integrity, responsibility, diligence, and ethical behavior, and service that enriches the community. All of the standards can be found on the Perkins College of Education web page.

A. Program Learning Outcomes:

• The student will develop and adapt instruction and assessment for based on the needs of diverse students.
• The student will effectively manage a diverse learner centered classroom.
• The student will implements and modifies instruction based for all students incorporating technology as appropriate.
• The student will understand the purpose of education, philosophical perspectives including professional, legal and ethical issues.
• The student will use strategies and methods for reading and literacy in various content areas.

B. Student Learning Outcomes:

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

C. 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 (TEExES). 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 Texas Education Agency). 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.

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

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

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

E. ELL Standards

1. 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.
2. I.001.3 Understands the interrelatedness of listening, speaking, reading, and writing and uses this understanding to develop ESL students' English language.
3. 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.
4. I.002.3 Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.
5. I.002.4 Analyzes the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2.
6. 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.
7. II.004.5 Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 and L2.
8. 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.
9. 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.
10. 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).

11. II.005.4 Knows factors that affect ESL students' reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL students' reading comprehension in English.

12. II.005.5 Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 and L2.

13. II.006.4 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.

14. II.007.2 Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses, and limitations.

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

Pre/During/Post Reading Strategies (4@ 50 pts each)
Pre-service teachers will create various products that reflect class topics and models of instructional and comprehension strategies they will later use with students in the classroom. They will include, but are not limited to: a CLOZE reading, assessment, a Fry Readability graph, an Interactive Guided Worksheet, a R.A.F.T. writing assignment, an Article abstract with citation, and/or a Portfolio of pre/during/post strategies. We will also be using Twitter and Google Docs, so get a gmail and Twitter account. As with all technology, what doesn't work, we'll fix as we go.

**Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking.

Journals Entries(6@ 25pts each)
Pre-service teachers will read chapters in the text, articles, and other handouts and respond in a journal. These responses will be pre-reading a chapter: to develop prior knowledge and set the purpose of reading and post-reading: to check for comprehension and connect to other reading. Journals will be in the online course under discussions. You will have one 'pre' or one 'post' each module. The journal entries are between the pre-service teacher and instructor, you do not have to comment on other peers' posts.

**Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking.

Discussion Boards (6@25 pts each)
Pre-service teachers will participate in one discussion board per module. The discussion boards provide a place for you to interact with classmates and with the instructor about the course content. Candidates should plan to participate in the discussion boards at several points during the week in which they are open. In order to received full credit, you must post an original response to (1) each discussion board topic and (2) respond to another student's post. Discussion board topics will be closed at midnight on the date listed on the course calendar. Responses posted after that day/time will not be accepted. Please refer to the example in the Resource folder on appropriate discussion posts.

**Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking.

Field Experience (4 @ 25pts)
Pre-service teachers will be responsible for finding 4 quality, educational videos relating to the course material. You will post the videos along with a reflection about the teacher, students, and content. To insert videos see the D2L tutorial on the homepage or HTmL Video QuickLink.

**Ties into SFASU value of Collaboration and Shared Decision Making.

**Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking.

Quiz (6 @ 10pts)
Each module contains a Quiz. Each one is worth 10 points and will be grades on a completion basis.

**Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking.

CONFIANZA/Quiz (50 pts.)
Each student will be required to create an authentic and/or formative assessment involving English
Language Learners.
**Ties in to SFASU value of Openness to new Ideas and Culturally Diverse People.**

Changes: The instructor reserve 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):**

Grades will be assigned on the following scale:
A = 100-90%
B = 89-80%
C = 79-70%
D = 69-60%
F = 59% or lower

Candidates 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.

**Quality of Assignments**
- All assignments are to be submitted in a timely manner. Late work may be accepted at my discretion and will be penalized at my discretion.
- All assignments must be written in a professional manner, which includes proper use of grammar, correct spelling, and appropriate formatting. All written assignments must be in 12-point Times New Roman, double-spaced, with 1" margins and in APA style. All assignments will be turned in through D2L and checked with the Plagiarism Detection tool located in D2L.
- These elements will be considered as part of your grade on each assignment. As a teacher, you should want only the best for and from your students. As your professor, I want the same from you and will hold you to a standard of excellence. Remember that the quality of work you present reflects the quality of your desire to be an exceptional teacher.
- Students should always save and back-up their work files. Computer problems are inevitable, but please have a second computer available (school, work, home, library, etc) so that you can submit your assignments. Always avoid the twenty-first century equivalent of the excuse "The dog ate my homework," which is "My computer/network/internet was down."

**V. Readings (Required and recommended including texts, websites, articles, etc.):**


2. Access to a textbook in your content. You may purchase, borrow, and check out from the library. If your content does not typically call for a textbook, a how-to or skills book may take its place.

3. Access to printed copy of TEKS in your content area and ELPS. Available - TEKS and ELPS

4. Miscellaneous readings/websites.

5. **LiveText Statement:**

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning
LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VI. Course Calendar

### Course Calendar

**Tentative SED 372.501**  
**Fall 2018**

Assignments will be due the first week on Friday, then the second week Wednesday, Friday, and Saturday. Please follow the calendar and watch the due dates carefully.

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments, Journal Entries, and Discussions</th>
<th>Due dates:</th>
</tr>
</thead>
</table>
| **Course Introduction**  
**Week 1** | 1. Read Important Course Information  
2. Read Syllabus  
3. Print out Timeline  
4. Buy Textbook/Get Gmail  
5. Discussion Introduction/Response | Saturday  
Jan 20 |
| **Module 1**  
**Week 2-3** | *Literacy Google Doc Assignment | Friday  
Jan 26 |
|                | Journal Entry #1  
Discussion #1 Post | Wed  
Jan 31 |
|                | Discussion #1 Response | Friday  
Feb 2 |
|                | Quiz #1 | Saturday  
Feb 3 |
| **Module 2**  
**Week 4-5** | *Get To Know You Activity | Friday  
Feb 9 |
|                | Journal Entry #2  
Discussion #2 Post  
Happy Valentine’s Day! | Wed  
Feb 14 |
|                | Discussion #2 Response | Fri  
Feb 16 |
|                | Quiz #2 | Saturday  
Feb 17 |
| **Module 3**  
**Week 6-7** | *Anticipatory Guide | Friday  
Feb 23 |
|                | Journal Entry #3  
Discussion #3 Post | Wednesday  
Feb 28 |
| Module 4  | Week 8-9 | *Reading Road Map  
(Spring Break March 12-16) | Friday  
March 9 |
|-----------|---------|---------------------------------|-----------|
|           | Journal Entry #4  
Discussion #4 Post | Wednesday  
March 21 |
|           | Discussion #4 Response | Friday  
March 23 |
|           | Quiz #4 | Saturday  
March 24 |
| Module 5  | Week 10-11 | *R.A.F.T. | Friday  
March 30 |
|           | Journal Entry #5  
Discussion #5 Post | Wednesday  
April 4 |
|           | Discussion #5 Response | Friday  
April 6 |
|           | Quiz #5 | Saturday  
April 7 |
|           | *Start Working on Portfolio | |
| Module 6  | Week 12-13 | Journal Entry #6 | Wednesday  
April 18 |
|           | Discussion #6 Post | Friday  
April 20 |
|           | Discussion #6 Response | Saturday  
April 21 |
|           | Quiz #6 | Saturday  
April 21 |
|           | Field Experience Video/Reflections | Wednesday  
April 25 |
|           | Course Evaluation |
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: Found at SFA Policies

Class Attendance and Excused Absence: Policy 6.7

SED 372.501 is a fully online course. It will be intense and require a considerable amount of reading and application of your own 'future classroom'. You will need to be focused and self-motivated to be successful. The time you would normally spend in the classroom and commuting to campus must be used to complete your readings and assignments. I will be more than happy to work with you on any issues dealing with course content. This course requires working on a module every two weeks, if there is anyone who doesn't 'log in' for a period of 3 or more weeks, I will contact them via email. After 4 inconsistent log in weeks, you will be dropped from the course. Should you have any problems related to technology, please read the following (taken from http://sfa.onlin.sfasu.edu/studentservices.html)

**Remember: you are developing professional dispositions that will define you for the course of your career. Missed quizzes/exams may only be rescheduled in cases of documented personal illness or family emergency.

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, 468-3004/468-1004 (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/ . Location: Human Services Building, room 325. Phone: (936) 468-3004.
Student Academic Dishonesty: Policy 4.1

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 a
- using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
- the falsification or invention of any information, including citations, on an assigned exercise;
- 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

- submitting an assignment as if it were 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 an Internet source or another source
- incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Failure Clause:

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

- Falsifying records pertaining to any aspect of this course, including field experience hours (This part is new.)
- 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

Students Appeals

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

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 iCare or call the office at 936-468-2703.

Additional Information:

To complete a certification requirement related to public education in Texas 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 February 1, 2012. 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.

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