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, and 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.

Program Learning Outcomes:

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

Student 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 reading and writing processes as well as language development.

2. Describe and apply appropriate instructional strategies for literacy instruction and assessment in secondary content classrooms.

3. Describe and apply ways of meeting the content literacy needs of diverse student groups (at-risk, special populations, racial/ethnic/cultural differences, etc.)

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

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

**Competency 004**- The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessment.

**Competency 007**- The teacher understands and applies principles for communicating effectively in varied teaching and learning contexts.

**Competency 009**- The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

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

- 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.

D. 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 specialize 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:

1. **Daily Attendance and Participation (190 pts.)** Each day the student will attend class and participation in online and in class activities with corresponding online posts to the class Facebook page and daily journaling reflections.
   **Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking.

2. **Group Teaching Lessons (200 pts.)** Each student will design 2 mini-lesson and lesson plan and implement it during the field experiences at the library on July 19th and August 2 **Ties in to SFASU value of Academic excellence through critical, reflective, and creative thinking and Collaboration and shared decision-making.

3. **Field Experience (200 pts.)** Each candidate is expected to complete 10 hours of field experience during SED 372 either through Career/TEKS carnivals at Library. **Ties in to SFASU value of Openness to new Ideas and Culturally Diverse People.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily attendance and reflective journaling</td>
<td>Everyday</td>
<td>180</td>
</tr>
<tr>
<td>Homework</td>
<td>Periodically</td>
<td>200 pts.</td>
</tr>
<tr>
<td>Field experience- July 19, Aug 2</td>
<td></td>
<td>200 pts.</td>
</tr>
<tr>
<td>TEKS, Literacy, Career Lessons, &amp; Presentations (2)</td>
<td></td>
<td>100 pts</td>
</tr>
<tr>
<td>Little Free Library tour (FB)</td>
<td></td>
<td>25 pts</td>
</tr>
<tr>
<td>Geocaching Lesson</td>
<td></td>
<td>20 pts</td>
</tr>
<tr>
<td>Literacy Presentation</td>
<td></td>
<td>25 pts</td>
</tr>
<tr>
<td>Literacy as Critical Pedagogy Essay</td>
<td></td>
<td>100 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>850 pts.</td>
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</tbody>
</table>

**Quality of Assignments**

-All assignments are to be submitted in a timely manner. Late work may be accepted at my discretion and will be deducted 5 points or more per day that it is late. Since this is a summer course, turning in work on time is paramount to success in the course.

In addition, any assignment that I return to you for revisions must be revised and resubmitted for credit. This is a mastery learning course and many of the assignments require revision and editing.
- 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."

Late assignments will result in a 10 point reduction, not exceeding two class days

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

IV. Evaluation and Assessments (Grading):

To determine your grade, take your points earned and divide by the number of points possible. Grades will be posted through D2L with total points. Letter grades for the course will be determined as follows:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Reading</th>
<th>Activities/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday, July 10th</strong></td>
<td>Syllabus, Building Classroom Community, Groups Journals Why literacy? Homework: Get on class FB page, Transformative Teaching</td>
<td>Who are we? Why are we here? What do we want to know? Who are we here for. Class FB page. Journal 1</td>
</tr>
<tr>
<td><strong>Wednesday, July 11th</strong></td>
<td>Videos-transformative teaching... KWL Homework- KWL, Reading Strategies</td>
<td>Journal 2</td>
</tr>
<tr>
<td><strong>Thursday, July 12th</strong></td>
<td>KWL- Reading Strategies Discussion, Homework- Research in using literacy strategies in your content area, post to FB page. Field Trip- 11:30</td>
<td>Journal</td>
</tr>
<tr>
<td><strong>Monday, July 16th</strong></td>
<td>Research discussion. (minute rotations...) Content area connections web Regrouping-group roles and expectations. Begin work on Career Experience at Public Library Supply list...prepare for 30 kids... Must have lesson plan by the end of the day...</td>
<td>Journal</td>
</tr>
<tr>
<td><strong>Tuesday, July 17th</strong></td>
<td>Work on stations...do we need handouts, etc. Make copies...get supplies, etc. Transformative Teaching homework... Homework: visit the Bosslight downtown, if you haven't purchased your book, Barrio Writers, 8th edition</td>
<td>Journal</td>
</tr>
<tr>
<td><strong>Wednesday, July 18th</strong></td>
<td>Get stations ready, Methods....what works and what doesn't, active learning inquiry...connections between arts/literacy Who is the star of the classroom?</td>
<td>Journal</td>
</tr>
<tr>
<td><strong>Thursday, July 19th</strong></td>
<td>Nacogdoches Library Career Carnival...Be there early at 9:00 am</td>
<td>Journal</td>
</tr>
<tr>
<td><strong>Monday, July 23rd</strong></td>
<td>Little free library tour— The attached link has a little free library tour, take a photo at each stop with a book that you could fit into your content area and post it to the class facebook page. Complete the reflection on D2L. (50 pts.)</td>
<td>Find 5 different ways to teach your chosen TEKS, post to class facebook page. Journal</td>
</tr>
</tbody>
</table>
Reading and Homework: for July 24th...
Create a 5 minute presentation on your subject, then lead a discussion about your topic for about 5 minutes. Have a classmate video or livestream it on the class facebook page.

Constructivism, Schema, chunking, graphic organizers
where to find activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Journal</th>
</tr>
</thead>
</table>
| Tuesday, July 22nd | In class presentations about literacy topics  
  Homework: Watch Geocaching videos on FB page. Comment on each of them after you watched with something you thought was strange, good, interesting, or crazy. Come up with a short literacy activity in your content area to show your peers in class. |         |
| Wednesday, July 25th | Geocaching videos and discussion. In class presentations, you will share your idea for your literacy activity in your content area that you will be putting in your geocache.  
  Homework: get your geocache ready and locate a possible spot for it tomorrow.  
  Lesson Planning: Backwards...  
  Where is the literacy? |         |
| Thursday, July 24th | Geocaching. Find 1 place of your choice in Nacogdoches...create a literacy activity in your content area to geocache. There are videos and directions on class FB page... Take a photo of the cache place and post it to the class facebook page, with a brief description of the activity. |         |

Literacy in Curriculum:
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, July 30th</td>
<td>Literacy and Critical Pedagogy Essay Draft Due</td>
<td>Literacy in Testing and Assessment</td>
</tr>
<tr>
<td>Monday, August 6th</td>
<td>Discussion: Culturally Responsive Pedagogy and the importance of Pop Culture in Disciplinary Literacy Critical pedagogy in your content area</td>
<td>Journal</td>
</tr>
<tr>
<td>Monday, August 9th</td>
<td>Advocacy in your field Last Day of Class</td>
<td>Literacy as Critical Pedagogy Essay</td>
</tr>
</tbody>
</table>

VI. Readings (Required — including texts, websites, articles, etc.):

- [Reading levels](http://casemed.case.edu/cpcpold/students/module4/Word_Readability.pdf)

2. Provided in class or on D2L

3. Facebook account, and other online/social media accounts.


4. Access to a tablet - IPad, Surface, Samsung, Nextbooks, etc. We will explore the ways to use apps and technology features in the classroom. There will be a classroom set of Ipads, although it would be beneficial to have one at home for looking up Apps and practicing lessons.

5. LiveText: This course collects 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. 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 any questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

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:

a. Excused Absences - You have officially excused SFASU days available to you that are covered under SFASU policy. University policy lists the following reasons for excusing a student: Health-related issues, family emergencies, and student participation in university-related activities. Sick
days and university-related activities require appropriate documentation so that any missed work may be completed. However, you will not get points for journals or assignments that you miss during those class times, they cannot be made up.

b. **Unexcused Absences**- Absences other than those listed above will be considered unexcused and 2 unexcused absences will result in a drop in letter grade for the semester. For example: A student that earns an A and has 2 unexcused absences will receive a B for the semester; a student that earns an A and has 3 unexcused absences will receive a C for the semester. If you have 4 unexcused absences you will receive a D for the course, 5 unexcused resulting an F. Vacations, work/church camps, or anything unrelated to SFA travel will be considered unexcused.

c. **Tardies** – Three tardies result in one absence.

Remember: you are developing **professional dispositions** that will define you for the course of your career. Summer school is fast paced; you must prepare for classes, read the required assignments, and be in class every day to experience all that you need to be ready for internship and student teaching.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/). Location: Human Services Building, room 325. Phone: (936) 468-3004.

**Academic Integrity**

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

**Definition of Academic Dishonesty**

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

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
**Withheld Grades Semester Grades Policy (A-54)**

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

**Acceptable Student Behavior**

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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due February 2013. 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.

**LiveText**: This course collects 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and
you will be notified how to register your account. 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 any questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.