SED 372: Disciplinary Literacy  
Fall 2019  

“As a part of a community of knowers, learners share the responsibility for constructing and creating the conditions under which transformative learning can occur.”  
(Susan Imel in “Transformative Learning.”)  

Instructor Name: Alison M. Crivellaro Cope, M.Ed  
Office: 247 Ferguson  
Office Hours: Mon. & Wed., 10-10:50; 12-2; by appointment  
E-mail: alison.cope@sfasu.edu  
Office Phone: 936-468-2165 (leave a message)  

Prerequisites: EPS 380, SED 370, Admission to Teacher Education Program  

I. Required Text and Materials:  
- Do I Really Have to Teach Reading? By Cris Tovani, Pembroke Publishers  
- Access to printed/electronic copy of TEKS in your content area. Available here  
  http://www.tea.state.tx.us/index2.aspx?id=6148  
- Access to printed/electronic copy of Texas ELPS. Available here  
  http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4  
- A 3-ring (1-inch) binder with pockets to store your strategy workshop materials, lesson plans, and handouts from this class.  
- Access to your Office 365 cloud and Google Docs  
- Supplementary articles, documents, handouts, etc. as assigned from course instructor.  

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

II. 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, 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, Admission to Teacher Education  

A. Time Requirements & Course Credit Justification  

SED 372 “Disciplinary Literacy” (3 credits) typically meets twice each week in 75-min. segments for 15 weeks. Additionally, 10 hours of field work are required in this course. Students
have weekly reading assignments, are expected to take reading quizzes, and are required to make small-group co-teaching presentations in class in which they apply literacy and ELL teaching strategies to their content. These activities average a minimum of 3 hours outside of class time each week with some weeks requiring more time.

II. Intended Learning Outcomes (Program/Student Learning Outcomes/Objectives):
This course addresses the COE mission and values. It prepares “competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” Specifically, this course helps students learn to teach students and work with diverse groups, 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.

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

A complete listing of the standards associated with this course is located on the Perkins College of Education (PCOE) website.

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 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 in SED 442.

Additional 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.

A complete listing of all the educator preparation standards this course meets and a list of the key assessments used for program accreditation purposes can be found on the PCOE website.

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.

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. 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:

**READING PROCESS:**

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

Grades are allocated as follows:

<table>
<thead>
<tr>
<th>Grade item:</th>
<th>Percentage of Final Grade</th>
<th>Due date (approx.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, Engagement, &amp; Professional Disposition</td>
<td>10%</td>
<td>Daily; ongoing</td>
</tr>
<tr>
<td>Mini Strategy Application Workshops (teaching, lesson plan, &amp; feedback) (10 min. each)</td>
<td>15% (5% each)</td>
<td>3 workshops (1 Before, 1 During, &amp; 1 After reading comprehension); in Weeks 4, 8, and 10</td>
</tr>
<tr>
<td>Field Experience Hours (10 hours) FEM &amp; Dispositions Pre- &amp; Post-Surveys</td>
<td>15%</td>
<td>Will be arranged throughout the semester with local schools</td>
</tr>
<tr>
<td>Webquest &amp; Reflection (application of ELPS &amp; ISTE standards)</td>
<td>10%</td>
<td>Due by Friday, Nov. 15 @ 11:59 pm</td>
</tr>
<tr>
<td>Group Interdisciplinary Co-Teaching Lesson &amp; Lesson Plan</td>
<td>10%</td>
<td>Week 15 (Dec. 10 &amp; 12) in class</td>
</tr>
</tbody>
</table>
Final Written Reflective Paper (on field experience, group work, & strategy workshops) 10% Due by Thursday, Dec. 12 @ 11:59 pm in D2L

Unit-based quizzes, Discussion boards on D2L, and other formative/summative assessment 10% A variety of formative and summative assessments on D2L throughout the course

Portfolio of Six (6) Lesson Strategies 20% Due in lieu of a final exam by Friday, Dec. 13 @ 11:59 pm in D2L

1 Attendance, Engagement, & Professional Disposition: Our class builds on readings, discussions, in-class demonstrations and analysis of literacy learning strategies. Each week’s content will evolve out of these discoveries, along with your burgeoning knowledge of public schools and your personal and collaborative reflections on the topic of literacy for ELLs in your content area in schools. As a result, your complete attention and total participation are vitally important not just for you “for a grade,” but also for the learning and enrichment of your peers in the classroom. You should treat our time together as part of your professional development by taking responsibility for the assignments and discussions, as well as ensuring that you present yourself in a professional manner. You will begin each class day that you attend with 15 points. If you must miss a class, contact me in advance to avoid losing the full 15 points for that day. However, you cannot expect to retain all 15 points if you just show up for the day and breathe. Since studies show that participation promotes deep learning, your actively engaged participation is required every day. The following rubric gives more details about what “professional engagement” looks like:

<table>
<thead>
<tr>
<th>15 points</th>
<th>9 points</th>
<th>4 points</th>
<th>2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was prepared for class and actively participated in the discussion. My contributions were based on careful reading of assigned materials. When working in teams, I was a valuable team member. I arrived on time. I completed necessary tasks.</td>
<td>I was mostly prepared for class. I participated in the discussion, but my contribution was limited due to incomplete or cursory reading of the assigned materials. When working in teams I contributed what I could. I did not fully complete necessary tasks.</td>
<td>I was not prepared for class. My lack of reading assigned material limited my ability to fully participate in the discussion. My offerings were not always well thought out. When working in teams I had little to contribute. I did not contribute online.</td>
<td>I was present, but not at all prepared for class, which limited my ability to participate in the discussion. When working in teams, I was distracted and/or off-task. I did not contribute online.</td>
</tr>
</tbody>
</table>

2 Strategy Workshops-Teaching (three 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 ISTE standards in their content areas with authentic texts. Candidates will employ a literacy strategy method learned in the unit in a ten-minute lesson segment. **At least one workshop must employ technology. Your interdisciplinary group (4-5 members) will be your “students.” Please be prepared to present and either assign or discuss a formative assessment associated with the mini-lesson; what “output” do you expect your students to perform as a result of your instruction? You are responsible for a lesson plan (submitted via D2L and Live Text) to receive full credit for this assignment.
3 **Strategy Workshop-Feedback (feedback forms)** Candidates will give specific feedback to members of their team. Completed feedback forms 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 10 hours of field experience during SED 372. Candidates may tutor ELL students in a content classroom, assist ELL teachers in a content classroom, or meet the 10-hour requirement through various other means that will be discussed in class. Background check forms must be processed, and hours will be scheduled throughout the semester. Field experience hours must be recorded in the FEM (field experience module) via LiveText.

5 **Reflective Paper** Due on the last day of this course, each candidate will write a 3-4 page, reflective, researched paper articulating lessons learned during the SED 372 experience. Citations should be in the style of your practice – that would typically be MLA or APA. It is recommended that you keep a folder to store artifacts, learning materials, notes, and details of your field experience, strategy workshops, and lessons learned in this class to contribute to a robust and detail-rich reflective paper. A rubric and prompt sheet will be shared on D2L prior to the due date for this paper.

6 **Inter-disciplinary Literacy Co-Teaching Lesson & Individual Lesson Plan** In small groups, members will co-teach an original lesson to the rest of the class. The lesson will be inter-disciplinary to incorporate all the content areas of you and your team members (English, Kinesiology, Theater, etc.). 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.

** Ties in to SFASU value of Openness to new Ideas and Culturally Diverse People.

### 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 and on the appropriate corresponding module in LiveText. Details about submission of these materials will be available on D2L.
- ALL ASSIGNMENTS 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):

Letter grades for the course will be determined as follows:

* I round up at 0.5, so anyone earning a final average grade of 79.5 would get a B in this class.*

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.

**Failure Clause:** You can immediately earn an F in this course due to the following reasons:
- Falsifying documents and records pertaining to any aspect of this course, including field experience hours
- 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

**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.

**Tentative Course Outline/Calendar. Additional readings will be assigned & posted on D2L.**

("Tovani” refers to the textbook, *Do I Really Have to Teach Reading?*” 

IAH” refers to the textbook, *Improving Adolescent Literacy*, which will be on D2L, on occasion)

<table>
<thead>
<tr>
<th>Week # &amp; Dates</th>
<th>Topics</th>
<th>Practices &amp; Strategies</th>
<th>Content/Reading</th>
<th>Assignments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>• Introductions</td>
<td>Establishing a culture of team-based learning and a supportive climate of literacy and collaboration.</td>
<td>Define literacy Quick Write &amp; Think-Pair-Share</td>
<td>Get a 3-ring binder (1-2&quot;)</td>
</tr>
<tr>
<td>Tues. Aug. 27</td>
<td>• Syllabus/Calendar</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs. Aug. 29</td>
<td>Group activities preview&lt;br&gt;Defining disciplinary literacy&lt;br&gt;Intro. Attendance handout</td>
<td>Jigsaw Strategy&lt;br&gt;&quot;Golden Lines&quot;&lt;br&gt;Read handout and answer questions on our FB group page&lt;br&gt;Professional standards for field experience&lt;br&gt;Respond to the first discussion board in D2L &amp; reply to peers&lt;br&gt;-Join our FB group&lt;br&gt;-Get the book&lt;br&gt;-Bring in your ID</td>
</tr>
<tr>
<td>Week 2 Tues. Sept. 3</td>
<td>Modes of Literacy Purpose for reading&lt;br&gt;Discuss Digital Citizenship&lt;br&gt;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&lt;br&gt;Read Tovani ch. 5&lt;br&gt;Respond to the discussion board (reading response) by Friday &amp; reply to peers by Sunday</td>
</tr>
<tr>
<td>Thurs. Sept. 5</td>
<td>Meeting Students Where They Are: Tips for teaching ELLs&lt;br&gt;Language Acquisition &amp; Acculturation&lt;br&gt;ELPS overview</td>
<td>21st Century Classroom &amp; Next Gen Students Setting up Groups&lt;br&gt;Download &amp; save copies of the ELPS for your first Strategy Workshop Lesson&lt;br&gt;Make sure you're on LiveText</td>
</tr>
<tr>
<td><strong>Building &amp; Activating Schema – (Weeks 3-4)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3 Sept. 10</td>
<td>Disciplinary Literacy in the 21st century</td>
<td>Group work: ELLs: 5 stages of literacy?&lt;br&gt;Watch TED talk (see D2L)&lt;br&gt;Comment on FB page; answer questions about TED talk</td>
</tr>
<tr>
<td>Sept. 12</td>
<td>Lesson Planning for Strategy Workshops&lt;br&gt;ELPS and ELLs</td>
<td>Teacher tips &amp; Group work&lt;br&gt;Text sets</td>
</tr>
<tr>
<td>Week 4 Sept. 17</td>
<td>Literacy Actions&lt;br&gt;Levels of Cognition&lt;br&gt;Higher Order Thinking (Bloom's)</td>
<td>Carousel/Gallery&lt;br&gt;Walk Discussion&lt;br&gt;Think/Pair/Share&lt;br&gt;Collaborative Docs&lt;br&gt;View Video on Writing Objectives (D2L)&lt;br&gt;IAL: Ch 2 “Setting the Stage”&lt;br&gt;Find an example of a &quot;hook&quot; and bring it to share with your group&lt;br&gt;QUIZ#1 on D2L</td>
</tr>
<tr>
<td>Thurs. Sept. 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary Acquisition/Instruction/Differentiation – (Weeks 5-6)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5 Tues. Sept. 24</td>
<td>Disciplinary Literacy in the 21st century</td>
<td>Group work: ELLs: 5 stages of literacy?&lt;br&gt;Watch TED talk (see D2L)&lt;br&gt;Webquest activity (TBD)</td>
</tr>
<tr>
<td>Thurs. Sept. 26</td>
<td>Lesson Planning for Strategy Workshops&lt;br&gt;ELPS and ELLs</td>
<td>Teacher tips &amp; Group work&lt;br&gt;Text sets&lt;br&gt;Read text sets in groups&lt;br&gt;Read Tovani Ch. 4&lt;br&gt;Come up with an assessment for your students with a text set</td>
</tr>
<tr>
<td>Week 6 Oct. 1</td>
<td>Literacy Actions&lt;br&gt;Levels of Cognition&lt;br&gt;Higher Order Thinking (Bloom's)</td>
<td>Carousel/Gallery&lt;br&gt;Walk Discussion&lt;br&gt;Think/Pair/Share&lt;br&gt;Collaborative Docs&lt;br&gt;Readings on D2L&lt;br&gt;Webquest activity (TBD)</td>
</tr>
<tr>
<td>Thurs. Oct. 3</td>
<td>Modeling expert thinking</td>
<td>ISTE Standards&lt;br&gt;Read Tovani Ch. 3</td>
</tr>
<tr>
<td>Measuring student understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Notetaking/Graphic Organizers – (Weeks 7-9)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Questioning &amp; Critical Thinking – (Weeks 10-12)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing – (Week 13)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 14 = Thanksgiving Break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 15 – Group Presentations All Week</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 16 – Final portfolio &amp; reflection due</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>