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, SEED 3370, Admission to Teacher Education

SEED 33372 spans 15 weeks. The course contains extensive written content and lectures that include the same information students in a face-to-face lecture course receive, requiring students to engage in online modules for at least three hours a week. Course readings regarding literacy across content areas are woven into each module. Students are required to complete quizzes, posts, assignments, and reflections in each module.

James I. Perkins College of Education Diversity Statement is found at the following link:
http://coe.sfasu.edu/about-us/

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.

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 SEED 3372 build upon concepts of learning theory found in SEED 370, as well as information about curriculum design found in SEED 371, and will be applied to lesson design and instructional strategies as part of the internship in SEED 460/450 and Student Teaching.

B. Student Learning Outcomes:
1. Explain and model various vocabulary, questioning, and comprehension strategies used by fluent readers and teach effective study skills strategies.
2. Provide instruction and model what, when, and how to use literacy strategies with narrative and expository texts.
3. Provide instruction and model what, when, and how to use literacy strategies with non-print-based texts.
4. Understand how various factors such as content, purpose, tasks, and setting influence the reading process.
5. 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.
6. Employ strategies to encourage and motivate students to pursue and respond to reading and writing for personal growth and fulfillment.

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 (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). SEED 3372 will specifically focus upon Competencies 004, 007, and 009:

1. 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.
2. Competency 007- The teacher understands and applies principles for communicating effectively in varied teaching and learning contexts.
3. Competency 009- The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

D. 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:

- 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. ESL Standards**

I.1.1 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.1.2 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.1.3 Understands the interrelatedness of listening, speaking, reading, and writing and uses this understanding to develop ESL students’ English language.

I.1.4 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.2.1 Knows theories, concepts, and research related to L1 and L2 acquisition.

I.2.2 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.2.3 Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.

I.2.4 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.4.1 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.4.2 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.5.1 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.5.2 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.5.3 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. Required Texts

You do not need to purchase a textbook for this course. Readings will be assigned throughout the term. These will be provided by the instructor and posted as a file in each module on our D2L course homepage.

Access to a printed copy of TEKS in a content area and ELPS. Available: TEKS and ELPS

LiveText Statement: This course uses the LiveText/Watermark 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/Watermark 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/Watermark 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/Watermark 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/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

IV. Course Assignments, Activities, Instructional Strategies, Use of Technology

A. Course Assignments:

- **Lesson Plans/Workshop Strategy Teaching Demonstration:** (4 @ 100 points each)
  Over the course of the semester, students will develop four lesson plans in which they employ the literacy strategies learned in the module.
  **400 Points Total**

- **Module Assignments:** (6 @ 50 each) Students will complete additional assignments in each course module. These assignments include reflections, strategy explanations, etc.
  **300 Points Total**

- **Content Quizzes:** (4 @ 20 points each) Students will complete three quizzes which review important course material.
  **80 Points Total**

- **Field Experience Hours and Reflection:** (Ten hours) Each candidate is expected to complete field experience during SEED 33372. Candidates will complete 10 total hours of EL/Disciplinary Literacy observations and/or tutoring. It is the candidate’s responsibility to complete and log these hours. Some of these hours will be facilitated through the course, through videos and virtual options. If the candidate has other available observations, they should first seek instructor permission.
  **120 Points Total**
• **Final Lesson Plan/Teaching Demonstration: (100 Points)** Utilizing the feedback from throughout the course candidates will revise their lesson plans and create a final teaching demonstration.

**100 Points Total**

• **Extra Credit/PD Opportunities: (2 @ 50 Possible Points)** Over the course of the semester students will be given the opportunity to attend both virtual and face-to-face events that connect you with the education field and/or our community. You can attend two events and write a one-page reflection over the event to earn points. Event options will be added in the PD Opportunities module in D2L.

**Total Points in Class: 1000 Points**

**B. 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. Assignments submitted more than two weeks after due date will not be accepted or graded. Assignments are to be submitted as PDF or Word documents only.

*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 changes.*

Letter grades for the course will be determined as follows:

- 900-1000 = A
- 800-899 = B
- 700-799 = C
- 600-699 = D
- Below 600 = 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.

**V. Student Ethics and Other Policy Information**

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

This course requires that you complete 10 hours of classroom observations. You will automatically **FAIL** the course if you do not complete these hours. Additionally, if you fabricate your hours, you will also automatically **FAIL** the course.

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

- You have more than 3 missed log-in periods
- You have violated school policy
- You have violated university policy
- You have violated the Texas Code of Ethics
- You have violated any state or federal law
- Failure to complete field hours
- Any other egregious acts of non-professional behavior

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 D34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Mental Health Statement:
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401
VI. Additional Information

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

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.

Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/ <http://www.texes.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.

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 936-468-1740.

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.
**Weekly Schedule 3372 Spring 2024**  
**Dr Lori Harkness’ Class**  
**ECRC 205, Wednesday – 4:00 – 6:00 PM**

| Week One | Course Introduction  
| January 24 | Review Syllabus  
| | Meet Your Teacher  
| | Get to Know Your Classmates  
| | ASSIGNED: Name article reflection and All About You Presentation |

| Week Two | Name article reflection due before noon—come prepared to discuss in class  
| January 31 | Cultural Funds of Knowledge/ Culturally Responsive Teaching Lecture  
| | All About You Presentations to your small group—make sure to submit to D2L so I can get to know you, too!  
| | CFK class “Field Trip”  
| | ASSIGNED: Individual CFK Field Trip |

| Week Three | English Language Learners Introduction and Reflection  
| February 7 | Implicit Bias discussion/response to Podcast  
| | Four Misconceptions Podcast discussion/response  
| | What is Disciplinary Literacy? Power Point/Lecture  
| | ASSIGNED: Teacher Interview Assignment due 2/21  
| | Individual CFK Field Trip Due to Dropbox by midnight. |

| Week Four | Listen to Cult of Pedagogy Podcast Episode 188 “Uncovering Your Implicit Biases: An Exercise for Teachers”  
| February 14 (Out of class assignment) | [https://www.cultofpedagogy.com/blindspots/](https://www.cultofpedagogy.com/blindspots/)  
| | and respond to the eight questions she asks in the podcast. Keep those answers to yourself. In the second half of the podcast, she gives practical tips for how to change your behavior. List 6 of those tips/suggestions that resonate with you and reflect about whether you think you might be able to apply them in your life. What is your overall takeaway from this podcast? Due at 11:59PM today in Dropbox. Class does NOT meet today. |

| Week Five | Pre-Reading/Schema Theory Power Point  
| February 21 | Quiz 1- Pre-Reading  
| | Lesson Plan Template and Strategy Workshop 1 explained  
<p>| | Work on finding your article for lesson plan |</p>
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<tr>
<th>Week Six</th>
<th>February 28</th>
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<tr>
<td>• Pre-Reading Strategies in class groups</td>
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<td>• Workshop 1 workday in class</td>
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<tr>
<td>• Strategy Workshop 1 (Pre-Reading) due today. Come prepared to teach your group.</td>
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<tr>
<th>Week Seven</th>
<th>March 6</th>
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<tr>
<td>• Vocabulary (Before and During Reading) and Choosing Vocabulary Words</td>
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<tr>
<td>• ASSIGNED: listen to podcast and work in groups to present one of the six vocabulary instruction methods for next class period</td>
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<td>• Vocabulary Instruction from podcast group shares (replaces quiz 2)</td>
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<td>• Strategy Workshop 2 (Vocabulary) explained</td>
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<th>Week Eight</th>
<th>March 13</th>
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<tr>
<td>SPRING BREAK! ENJOY, ENJOY, ENJOY!</td>
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<th>Week Nine</th>
<th>March 20</th>
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<tr>
<td>• Strategy Workshop 2 (Vocabulary) due today. Come prepared to teach your group.</td>
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<td>• During Reading, considering read-alouds</td>
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<td>• Write a short reflection on your response to read-alouds and how you might use this information in your future classroom</td>
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<td>• ASSIGNED: Review Graphic Organizers Online, bring in an example to share with your group on 3/27 (replaces quiz 3)</td>
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<th>Week Ten</th>
<th>March 27</th>
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<tbody>
<tr>
<td>• Graphic Organizers</td>
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<td>• During Reading Vocabulary Strategies Stations</td>
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<tr>
<td>• Review Strategy 3 Workshop (During Reading) Assignment</td>
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<td>• Strategy Workshop 3 (During Reading) due today. Come prepared to teach your group</td>
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<th>Week Eleven</th>
<th>April 3</th>
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<tr>
<td>• Leading Class Discussions/Asking Questions</td>
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<tr>
<td>• Digital Literacy Introduction</td>
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<tr>
<td>• ASSIGNED: Find an app or digital tool for your content area and be ready to share in Class on 4/24</td>
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<tr>
<td>• Digital Literacy Presentations (replaces quiz 4)</td>
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<td>• Digital Literacy Divide PP</td>
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<tr>
<td>• Review Strategy Workshop 4 (Post Reading) Assignment</td>
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<td>• Review Final Teaching Group Workshop Assignment</td>
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<th>Week Twelve</th>
<th>April 10</th>
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<tr>
<td>• Post Reading Stage</td>
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<td>• Writing to Learn</td>
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<tr>
<td>• Strategy Workshop 4 (Post Reading) Due Today. Come prepared to teach your group.</td>
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<td>• Review Final Teaching Group Workshop Assignment</td>
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<th>Week Thirteen</th>
<th>April 17</th>
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<tr>
<td>• Texas School Governance PP and Discussion</td>
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<td>• Final Teaching Workshop Workday in Class</td>
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<td>Week Fourteen</td>
<td>April 24</td>
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<td>Week Fifteen</td>
<td>May 8</td>
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<td>FINALS WEEK</td>
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