#  [**2003-1-smu-logo-home**](http://www.smu.edu/)

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| --- | --- | --- | --- |
| Instructor |  | Phone |  |
| Office |  | E-mail |  |
| Office Hours | Tuesday 3:30-4:30 | Class  | TH 9:30-12:20 |

## **Required Texts:**

Nath and Cohen Becoming a Middle School or High School Teacher in Texas

Vacca, R., Vacca, M. & Mraz, M. (2011) Content Area Reading: Literacy and Learning Across the Curriculum (with MyEducationLab), 10/E Allyn & Bacon ISBN-10: 0131381431 ISBN-13: 9780131381438

Deussen, T., Autio, E., Miller, B., Lockwood, A., Stewart, V. (2008). What teachers should know about instruction for English language learners: A report to Washington State. Portland. NWREL.

Available for download at <http://educationnorthwest.org/webfm_send/217>

Jetton, T. & Shanahan, C (2012). *Adolescent Literacy in the Academic Disciplines: General Principles and Practical Strategies.* [Guilford Press](http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/jetton2.htm&sec=classroom_use&dir=edu/adol)

IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. [Free Download](http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8):

Other readings as assigned

**Description:**

This course examines a variety of content literacy strategies proven to engage learners in the middle and high school learning environment and gives students an opportunity to practice developing skills in communication and facilitating learning.

**Essential Question:** What does it mean to be literate?

Guiding Questions:

* What does research and experience tell us about literacy development in your discipline?
* What does research tell us about specific content literacy?
* In what ways can teachers help students develop life-enhancing critical thinking skills?
* What do teachers need to know and be able to do to be successful in engaging students and facilitating learning for all students?

**Discussion Topics**

* Processes of planning literacy instruction for all students
* TEKS, ELPS, CCRS
* Facilitator and Learner Reflection
* Strategies and Methods of Instruction
* Technology and Instruction
* Engaging learners
* Critical thinking skills
* Literacy development
* Positive communication skills
* Student-centered teaching

**Course Objectives (and State Competencies and Standards addressed):** Upon completion of this course the student will:

* Discuss and incorporate content and disciplinary literacy strategies
* Explore the critical role teachers play in helping students learn and think with text.
* Develop literacy activities that help students successfully interact with text, information and communication technologies.
* Develop and practice explicit strategy instruction to support culturally and linguistically diverse students in understanding content area material
* Explore, explain, and incorporate into their work how new literacies can be integrated across content areas
* Apply various types of instructional strategies that help students gain information
* Plan and design instruction so that students will become actively engaged in literacy-related activities
* Incorporate ways in which teachers can activate what students know about words
* Explore and incorporate ways to use writing to facilitate learning
* Develop teaching literacy skills

**State Standards Addressed (see Appendix)**

**Departmental Grading Scale: \*All plus and minus designation on grades is up to the discretion of the instructor.**

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| --- | --- | --- |
| 93-100 = A range\* | 77-84.9 = C range \* | below 65 =F |
| 85-92.9 = B range\* | 70-76.9 = D range \* |  |

***\*In order to earn a grade of A, an assignment will need to demonstrate a high level of quality and professionalism. Because teachers are expected to demonstrate professional proficiency in writing, the grading standards for assignments and projects will include the use of clear, correct writing with an academic tone.***

EDU 5367 Policies

**Attendance:** Class attendance is paramount for successful learning to take place. In this class, activities and discussions serve as opportunities for you to participate in the learning through active engagement, these activities are also a means of formative assessment, helping me and you ascertain what you’re growth as a learner in the class. If you are not in class, this application and assessment is unable to take place (think of it as missing an assignment or test). Attendance and punctuality are requested and expected; attendance is mandatory.

All absences (unless officially excused by SMU) will have a detrimental impact on your final grade. You are allowed two absences. Each additional absence will result in one letter grade reduction. (For example, three absences amounts to a one letter grade reduction. So, if your class performance grade is a “B”, you will receive a “C” on your grade report.) Also note that three tardies or three leaving earlies (or any combination) constitutes one absence. This attendance policy is non-negotiable. If you need to be excused from class for religious reasons or due to an SMU sponsored activity, please provide a written note prior to the absence and make-up the work.

When you miss a class period, it is your responsibility to contact a member of the class for class information, reading, or other assignments. It is your responsibility to complete any assigned reading or written work regardless of your absence. Failure to do so will result in a zero for that assignment. In other words, you are responsible for assigned work even if you are absent. An absence is not an excuse for not completing any class assignment.

**Scholarly Behaviors and Professionalism:** Students are expected to be prepared for class. We will be using technology in class, however, online etiquette must be followed. The class will identify norms for use of technology use in the classroom. Students are responsible for checking SMU e-mail on a daily basis for messages from the university or from instructors. Students are responsible for contacting a classmate to get any class notes any announcements or course calendar updates missed due to absence.

**Assignments & Substitution of Assignments:** All assignments are required and must be turned in through BB, or as instructed, to pass the course. You must turn in work when it is due. Late work will lose a full letter grade for each day it is late. If a paper is so late that it would receive a zero, you must still turn it in for no credit to pass the course. Absence from class does not constitute notification about a late assignment. If an absence is unavoidable, the student is responsible for posting the assignment to Blackboard before class on the day the student is absent. Computer/printer failures are not acceptable reasons for late assignments. Alternative locations to complete work include the SMU libraries, the student center, or the Dallas Public Library. Should BB not be working, to avoid a late assignment, submit to the instructor via email. In order for the assignment to be graded, however, it must be submitted to BB. If you do not turn in an assignment, you will fail the course (because you did not complete it), even though you may have a passing grade. If any student believes that completing one or more assignment(s) will not benefit him or her, the student can negotiate the substitution of another assignment of equal depth and investment of time. Must be approved by the instructor well in advance of the due date of the assignment.

**Quality of Work**: Papers must be typed and must meet the high quality standards expected of an outstanding classroom teacher. Present your assignments as you would if they were to be reviewed by a future administrator, member of the school board, or parents of prospective students. In order to earn a grade of A, an assignment will need to demonstrate a high level of quality and professionalism. Because teachers are expected to demonstrate professional proficiency in writing, the grading standards for assignments and projects will include the use of clear, correct writing with an academic tone.

**Submission of work:** You will submit your work via Blackboard. If you are having trouble with Blackboard contact the [help desk](https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Student). Trouble with Blackboard is not an excuse for not turning work in. If something is due, and Blackboard is not cooperating, please submit it via e-mail so the assignment is turned in on time. For the assignment to be graded, it will need to be submitted via Blackboard.

 **Excused Absences for University Extracurricular Activities**: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

**Plagiarism and Academic Honesty**: Students are expected to embrace and uphold the SMU Honor Code. Violations of the Honor Code will be acted upon in accordance with the policies and procedures outlined in the Mustang Student Handbook. All students are responsible for knowing and adhering to the SMU Honor Code. All assignments are subject to screening by Safe Assign or other plagiarism-detection programs.

**Requests for Help with Assignments:** Students should feel free to talk to the instructor, or email the instructor about any assignment. However, the student should always make an effort to begin the assignment before asking for help. E-mailing the instructor the night before a long-term assignment is due is not an optimal time for questions.

**Revision of Assignment:** The instructor at the instructor’s discretion may ask a student to revise an assignment. If this is the case, the student cannot earn a perfect score but rather may receive an improved score if there are substantial changes**.**

**Requests for Grades of Incomplete:** Such requests are rarely, if ever, granted by the instructor.

**Disability Accommodations**:Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass.asp> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

**Support Services:** The success and well-being of students is a priority of SMU. The Student Health Center and the Counseling Center are available to provide support and resources for students needing support related to their physical or emotional health. The Altschuler Learning Enhancement Center is available to provide various forms of academic support.

**Religious Observance:** Religiously observant students wishing to be absent on holidays that are require missing class should notify their professor in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

**Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalog)

Last Day to Drop a Class: April 10, 2013

**SMU Emergency Preparedness:** As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

1) For updates on the campus-wide status of flu conditions at SMU, please visit http://www.smu.edu.

2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.

3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control.

**Departmental Grading Scale:** \*All plus and minus designation on grades is up to the discretion of the instructor.

|  |  |
| --- | --- |
| 100-94 = A93-90 = A -89-87 = B+86-83 = B82-80 = B-79 = C+ | 78-77 = C76-75 = C-74 = D+73-72 = D71-70 = D-69 = F |

**Grading Policy:**

All assignments/documents/evidence

1. Must be typed in 12 point font
2. Must be error-free in regard to conventions and spelling
3. Must include evidence of having read assigned texts
4. Must be turned in on the established due date.

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| Grade | Criteria |
| A  | * Earns 90-100 points for course assignments
* Actively participates in class discussions and assignments.
* Demonstrates strong evidence of having read texts
* Attends class and submits assignments on time. (No more than 2 absences).
* Consistently practices professional behaviors.
* Consistently goes above and beyond what is expected
* Clearly meets all course objectives
* Takes responsibility for learning
* Collaborates effectively with others
 |
| B | * Earns 80-100 points for course assignments and completes C/NC tasks.
* Participates in class discussions and assignments.
* Demonstrates evidence of having read texts
* Attends class with no more than three absences and submits assignments on time
* Practices professional behaviors
* Meets all expectations for the course
* Takes responsibility for learning most of the time
* Collaborates effectively with others
 |
| C | * Earns 70-79 points for course assignments.
* Minimally participates in class discussions and assignments.
* Sometimes reads required readings and is not fully prepared to discuss.
* Attends class but has four excused absences
* Practices professional behaviors most of the time
* Shows development in taking responsibility for learning
* Collaborates effectively with others most of the time, evidence of growth
 |
| D and F | * Earns 1-69 points for course assignments.
* Does not participate.
* Does not read and is not prepared.
* Misses five or more classes and/or has excessive tardies.
* Is disrespectful when colleagues (including professor) is talking and/or presenting.
* Does not take responsibility for learning
* Meets some of the objectives of the course
* \*2 tardies or leaving earlies (or one of each) counts as one absence.
 |

**Excused Absences:**  Excused absences will be granted only when the reason for the absence can be documented in writing. Any misrepresentation regarding the reason for absences will result in a failing grade in the course. I reserve the right to decide excused absences on a case-by-case basis.

**(**Note:“+” and “-” are at the discretion of the instructor)

**Professionalism.** Because this is a course mandatory for teacher certification, it is important that you practice professional behaviors. This includes written and oral communication with the instructor, classmates and others within the context of this course, quality of work, and dispositions.

Appendix

***Standard I.****\** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

***Standard III.****\** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

***Standard IV.*** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

**State Competencies Addressed**

**Competency 002:** The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

**Competency 003:** The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

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

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

**Competency 008:** The teacher provides instruction that actively engages students in the learning process.

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

Competency 012: Enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities

**Conceptual Framework domains addressed from the Department of Teaching and Learning in the Annette M. Caldwell Simmons School of Education at SMU:**

**B. Educators Committed to High-Quality Teaching.** Our students stay well versed in the most current and available research from quantitative, qualitative, mixed methods, and multidisciplinary studies.

**C. Leaders in Translating Evidence-Based Research into the Classroom.** Undergraduate students implement teaching strategies that have been proven to be effective, becoming leaders in the schools where they teach.

SMU University Curriculum

**College and Career Readiness Standards, Cross Curricular Standards**, F. Academic Integrity, 1. Attribute ideas and information to source material and people

2. Evaluate sources for quality of content, validity, credibility, and relevance

3. Include the ideas of others and the complexities of the debate, issue, or problem

**The Texas College Readiness Standards** [**(CCRS)**](http://www.thecb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8) **and English Language Proficiency Standards** [**(ELPS)**](http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4) **for all learning domains will be introduced during the course.**

EDU 5367 Requirements

|  |  |
| --- | --- |
| Items | Items |
| Portfolio | Mini-Lesson Strategy Presentations |
| Mid Term | Strategy Lesson Plans |
| TKTS: Discussion Board/Quizzes | Semester Project  |
| Tech Talk: Complete one of the challenges and share with us. | Final Exam |
| Iris Modules |  |

**Tech Talk Project**:

Part I:

Pre-Task: Portfolio Submission for Tech Talk.

Answer: In what ways have you used technology as a student? How have you seen teachers use it?

Part II: You will go the [Teacher Challenges by EduBlog](http://teacherchallenge.edublogs.org/about/). Part II: Choose and complete one of the Challenges. Have evidence (blog/screenshot/electronic document) that provides documentation of completing the assignment.

Part III: Share what you learned with the rest of the class. You will present in using a modified version of the [Teachmeet](http://www.teachmeethants.co.uk/?page_id=2) protocol. (2 minute max – no power points – no “pitching”) Tell us what you did, what you learned, how/why you will use it (or not).

Bonus Challenge: Interview teachers who have used it. Use it in a teaching/learning situation

You will submit your electronic documents to [BB](http://course.smu.eud)/Assignments/TT and post to your [Portfolio](http://sites.google.com) along with a reflection (see BB for details of reflection).

**Portfolio – Google Sites**

TKTs Page (to include all TKTS)

Page for each **major assignment**

**Product** – submit the product – could be any electronic format – weblink to a product you created, video, audio, word document, excel file, etc.

**Reflection** – Respond to the following unless instructed differently:

* Which course objectives were met?
* Which standards were met?
* Provide rationale for your response.
* Did you meet your assignment learning objectives? Explain
* What have you learned?

**Avid Tutoring Project**

* You will receive training and provide tutoring in a neighboring school. You will tutor a minimum of 6 visits. Your portfolio evidence should include:
	+ Pre-task: What you hope to gain from the experience. What your expectations are.
	+ Weekly lessons and reflections
	+ Final Reflections.
* Purpose: To provide service to local middle and high school learners to support their learning. To develop teaching, collaboration, and communication skills.
* Process: Receive training for tutoring. Receive school/time assignment. Provide 6 weeks of tutoring for an AVID class in a local school. Complete weekly plans and reflections.
* Bring AVID classes to SMU?

**TKTS**

Throughout the semester, you will be asked to complete 10 TKTS – tickets in the door. These tie directly to the readings. They serve as formative assessments to provide us insight into your understanding of the information input related to this course. To be given completion credit, your TKT must be turned in one hour prior to class the day it is due.

**STRATEGY LESSONS**

You will prepare 5 mini-lessons to teach literacy strategies specific to your content area.

Activating Prior Knowledge

Reading Comprehension

Vocabulary

Writing

Note-Taking

**Strategy Presentations**

You will present a strategy lesson to your colleagues that incorporates the best practices.

**Iris Modules** (5 modules) You will complete 5 Iris Modules

Iris Differentiation Module

Iris Module Providing Instructional Supports

IRIS MODULE: SRSD: Using Learning Strategies to Enhance Student Learning

Iris Module: Secondary Reading Instruction Teaching Vocabulary

Iris Module: Choose one

Option 1: Improving Writing Performance

Option 2: Algebra (Part 1): Applying Learning Strategies to Beginning Algebra

Option 3: CSR: A reading comprehension strategy

Option 4: High-Quality Mathematics Instruction: What teachers should know

Option 5: Please clear with prof. a minimum of two weeks prior to the due date