SPRING 2015
School of Education
The University of Texas at Tyler

EDFB4338 Section 001: Literacy in the Content Areas (Grades 5-12)
Tuesdays and Thursdays 8:00-9:20; Location BEP 218
3 Credits - LEC(20069)

A. Instructor Information
Name: Annamary L. Consalvo, Ph.D., Assistant Professor, Literacy
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B. Course Description
Catalog description: EDFB 4338: Literacy in the Content Areas (Grade 5-12)

“Focus on content literacy at the middle and secondary levels, including particular emphasis on
instructional and learner strategies that develop and refine students’ literacy skills. A content reading
model will be implemented through modeling, demonstration, and application in a field-based classroom.
Prerequisites: Admission to the School of Education and approval for Phase III.”
http://www.uttyler.edu/catalog/12-14/2998.htm

C. Knowledge Base(s)
This undergraduate level course builds upon the knowledge base and experiences gained in prior
undergraduate coursework and field experiences that address language and literacy issues. The course
addresses disciplinary literacy and how, as teachers, we communicate that effectively. Both disciplinary
literacy and strategy awareness in reading and writing will be emphasized, and how an understanding of
these factors enables a middle and/or high school teacher to develop an effective program of instruction
for all students.

Course content incorporates the standards for the preparation of teachers from both the International
Reading Association (IRA) as well as the Interstate Teacher Assessment and Support Consortium
(InTASC). Furthermore, course content is grounded in professional expertise and literacy research that
identifies the performance criteria demonstrated by competent teaching professionals. It is guided by
IRA/NCTE standards as well as program requirements relative to the preparation of teacher candidates for
the roles of classroom teachers.

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<tr>
<th>#</th>
<th>Learning Outcome: The student will…</th>
<th>InTASC</th>
<th>IRA</th>
<th>Assessment</th>
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<tr>
<td>1</td>
<td>Explain the rationale for teaching content literacy skills, including the premise that reading is a constructive process based on the interactions of a reader’s prior</td>
<td>4</td>
<td>2</td>
<td>Quizzes; Lesson plan rationales; Reflection paper</td>
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<td>Knowledge, the text, and the context of the reading situation</td>
<td>4, 6, 7, 8</td>
<td>2, 3, 5</td>
<td>Lesson plans; Individual teaching demonstrations; Text set; Textbook analysis; Reading guide</td>
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<td>Design, plan, and implement disciplinary literacy lessons which include instructional strategies, methods, and materials that stimulate interest, increase motivation, tap prior knowledge, activate engagement of students as they read and write, and promote optimum reflections and synthesis after they read</td>
<td>4, 6, 7, 8</td>
<td>2, 3, 5</td>
<td>Lesson plans; Individual teaching demonstrations; Text set; Textbook analysis; Reading guide</td>
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<tr>
<td>Gain knowledge and experience in integrating technology as a way of enhancing literacy and disciplinary learning for all students</td>
<td>8</td>
<td>2</td>
<td>Technology requirement in lesson plans; Teaching demo</td>
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<td>Differentiate instruction for diverse student populations in the disciplinary area</td>
<td>1, 2, 4, 6, 7, 8</td>
<td>4, 5</td>
<td>Text set, lesson plans, reading guides, Field Assignment (TBD)</td>
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**TOPICAL OVERVIEW**

- What is disciplinary literacy?
- Literacy learning processes.
- Classroom diversity as an asset.
- Building effective teaching and learning environments for all learners.
- The importance of prior knowledge and activating it in order to build upon it.
- Authentic and purposeful reading: Effective uses of reading guides.
- Vocabulary as a key to building knowledge and affiliation with a disciplinary area.
- Writing as thinking: writing within disciplinary areas.
- Critical literacy
- Assessment.
- English learners.
- Student attitudes and study skills.

**COURSE EVALUATION**

>>Grades available to you through Blackboard online grade center.<<

**Dates, Tasks, and Points/Percentages (T=100 points=100%)**

*Literacy Self Assessment **5 points**
  - Log (1 point)
  - Paper: Literacy History in Your Content Area (4 points)

*Text Set (10 points)*
*Textbook Analysis **5 points**
*Reading Guide **10 points**
*Two lesson plans **20 points**
  LP#1 Prior Knowledge Lesson Plan (10)
  LP#2 Lesson plan for Content Area Writing (10)
*Teaching a demo-lesson to the class **5.0 points** incorporate technology (across semester)
*Evaluation of Student Writing- In-Class **5.0 points**
*Observations Log (5) & Reflective Essay (5) **10 points**
*Participation (includes readings & homework, discussions, etc.) **10 points**
*Quizzes over chapters **5 points** (across semester)
*Technology in the classroom **2.5 points**
*Blackboard discussions **10 points** (across semester)
*Final Salon **2.5 points** (final exam day)

**Note:** Course grade is calculated on total percentage of overall grade.

| Performance standards |
|-----------------------|-----------------|--------------|-------------|
| Points | Percent | Grade | Standard |
| 93-100 | 93% | A | Superior |
| 84-92 | 84% | B | Above Average |
| 75-83 | 75% | C | Average |
| 66-74 | 66% | D | Below Average |
| 00-65 | 65% or below = “F” | F | Mediocre |

**TEXTS**

**REQUIRED TEXTBOOK to purchase:**

From Amazon’s page: “Pre-service and in-service middle and secondary school teachers get a core set of instructional techniques in this evidence-based, practical resource designed to help them incorporate reading-related approaches into their content classroom. The approaches are easy to follow, practical, effective, feature a strong empirical base and reflect the latest thinking in the field….This new edition is an even more valuable resource for learning about content literacy through its up-to-date technology, emphasis on teaching literacy skills to second language learners, practical approach to applying concepts and techniques in actual classrooms, many expanded discussions, new examples, and much more….Included are additional writing applications and web resources, new examples making the important concepts refreshingly clear, updated references, a series of 13 podcasts available online introducing the content of each chapter, and much more.”

**Note:** A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Recommended (not required) Textbooks for Your Go-To Classroom Library Bookshelf:**

An amazing “text set” resource. Read more: [http://www.amazon.com/Texts-Lessons-Content-Area-Reading-Washington/dp/0325030871/ref=sr_1_1?ie=UTF8&amp;qid=1407436248&amp;sr=1-1&amp;keywords=texts+and+lessons+for+content+area+reading](http://www.amazon.com/Texts-Lessons-Content-Area-Reading-Washington/dp/0325030871/ref=sr_1_1?ie=UTF8&amp;qid=1407436248&amp;sr=1-1&amp;keywords=texts+and+lessons+for+content+area+reading)

**REQUIRED and free:**

**Articles/chapters from various professional journals.** Blackboard (mostly), library or via handouts: Various articles pertinent to weekly topics which, written by experts in YOUR disciplinary area, that you will be required to read. See table in syllabus or on Blackboard (Bb) in Course Documents titled: *Professional Readings by Content Area.*

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<th>Professional journals include (but not limited to) the following:</th>
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<tr>
<td><strong>Journal of Adolescent &amp; Adult Literacy</strong></td>
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<td><strong>The Reading Teacher</strong></td>
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<td><strong>Reading &amp; Writing Quarterly</strong></td>
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<td><strong>Intervention in School and Clinic</strong></td>
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<td><strong>Reading Improvement</strong></td>
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<td><strong>Mathematics Teacher</strong></td>
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<td><strong>Mathematics Teaching in the Middle School</strong></td>
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<td><strong>Middle School Journal</strong></td>
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<td><strong>Science Scope</strong></td>
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<td><strong>The Science Teacher</strong></td>
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<td><strong>Journal of Science Teacher Education</strong></td>
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<td><strong>Journal of American History</strong></td>
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<td><strong>OAH Magazine of History</strong></td>
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<td><strong>Educational Leadership</strong></td>
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<td><strong>Library Media Connection</strong></td>
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**Highly recommended:**

A student membership ($20-$40 depending on your discipline) in your content area’s national professional organization:

National Council of Teachers of English (NCTE) [https://secure.ncte.org/store/individual-membership](https://secure.ncte.org/store/individual-membership)

National Council of Teachers of Mathematics (NCTM) [http://www.nctm.org/membership/](http://www.nctm.org/membership/)

National Council of Teachers of Social Studies (NCTSS) [http://www.socialstudies.org/membership](http://www.socialstudies.org/membership)

National Science Teachers Association (NSTA) [http://www.nsta.org/membership/student.aspx](http://www.nsta.org/membership/student.aspx)


This membership will give you access to your Specialized Professional Associations (SPA) guidelines, policy statements, standards, position statements, lesson plans, journals, invitations to professional engagement, and much more (NCTE, NCTM, etc.).

You may also join International Reading Association (IRA) [http://www.reading.org/General/Default.aspx](http://www.reading.org/General/Default.aspx) – which is very teacher friendly – at all levels and through all content areas.
SOME ADDITIONAL READINGS AND RESOURCES

Access ERIC. http://www.eric.ed.gov (ERIC is a non-peer-reviewed, free database of educational research)
STEM – Edutopia http://www.edutopia.org/groups/stem-education
International Reading Association (IRA) http://www.reading.org/General/Default.aspx
Top Ranked Websites for Teachers: http://websites4teachers.com/

Citation help: Please bookmark:
To help you with citation:
Correct attribution of work that someone else did is expected of an educated person. In this class, as educators, you will adhere to the accepted “style” called APA – for the American Psychological Association. The Online Writing Lab at Purdue University AKA The OWL at Purdue is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it! Here at UTT we have many citation resources available to you.
➢ The OWL at Purdue http://owlenglish.purdue.edu/owl/section/2/10/
➢ Style and Citation Guides available through UT-Tyler http://libguides.utterly.edu/citations


Teacher candidates will utilize technology in the following ways:
• As a research tool
• As a means of communicating with others
• As an enhancement tool for the design of lessons and curriculum units
• As a means of presenting information

INSTRUCTIONAL STRATEGIES:

X Lecture/Presentation X Data Collection and Analysis
X Discussion/Questioning X Pre-Practicum
Laboratory X Role Playing/Simulation
X Problem Finding/Solving X Independent Learning
Discovery X Field Trip
X Interviewing X Computer Application
X Collaborative Learning Groups X Viewing and/or Listening
X Reflective Response Followed by Discussion
X Creating Visual Illustrations X Modeling Strategies by
of Concepts Instructor

The following instructional strategies will be applied in this class: mini-lesson/presentation; discussion/questioning; role playing/simulation; problem finding/solving; independent learning; discovery; computer application; collaborative learning groups; and, reflective response.
Not sure what to do? If an assignment is unclear, confusing, or in any way frustrating; or you have questions, discuss the problem with me. Often, such matters can be addressed in class. I welcome clarifying questions: you do the whole classroom community a service by raising them. However, not all questions can be resolved in this way. Please note that I have office hours set aside for just such occasions, and, I am happy to meet with you at another, mutually convenient time.

COURSE REQUIREMENTS
DETAILED INSTRUCTIONS TO FOLLOW

FIELD-BASED EXPERIENCE
University of Texas at Tyler, Secondary Education Handbook:

LOG: CLASSROOM OBSERVATIONS; END-OF-SEMESTER REFLECTION

LOG: Classroom Observations:
You can hand write or record on computer. In any case, be organized about it – perhaps acquire an unobtrusive bound notebook reserved for this. Date each entry – write down the where, when, what, and who of what you see. Whenever you go to your pre-practicum placement, take notes during and/or IMMEDIATELY afterward -- within the hour (!) -- in them, you record what you see and hear as well as your wonderings and connections. Then, soon afterward, you go back and re-read what you've captured in your field notes, and expand them as new thoughts and questions come to you.

Address areas such as: How did your cooperating teacher use reading and writing to help students better understand the content area? What are your take-aways? What worked? What did not? Why? What do you wish to emulate? What are the bigger issues behind what you've observed? So, each class you observe should have its own entry; and, its own reflection (two or three sentences may suffice). Even if you stay for one teacher repeating the same lesson three times, the students are different; their responses are different. Think about that.

- One-on-one, I will ask you to tour me through your observation journal (for credit) from time to time. I want to be certain that you are, in fact, engaging with the school, teacher, students, curriculum, and your own developing teacher-self as you think about infusing productive literacy practices into your teaching.

PAPER: The End-of-Semester Reflective:
Out of your classroom experiences and observations, our classroom readings, discussions, and activities -- combined with your blossoming awareness as a new teacher -- you are to write a reflective paper, a thoughtful piece of writing, focusing on a particularly salient overall theme or two that comes out of your re-reading of your cross-semester writings. This paper will feature your ability to see your experiences at your field placement site from several sides, particularly from the position of a teacher candidate working to incorporate reading and writing into her curriculum. You will incorporate course readings, videos, lectures and your observation notes into a smooth and coherent discussion of your learning over the semester.

Specific instructions to follow.
LITERACY SELF-ASSESSMENT

Literacy Log
We will start the semester with the Literacy Log as a way of inventorying our own in-and out-of school literacies. I will give you a chart into which you can record your various literacies.

Literacy History in Your Content Area
Then, you will chart out the history of your literacy development. What experiences, relationships, activities, teachers, classes, and/or books impacted your learning experiences (in your content area) in your lifetime? In what ways did they affect you? In what ways did they pave the way (or complicate that way) for you to become a teacher in your own content area? Your Literacy History in Your Content Area will be a reflective piece that promotes what you know about your own literacy development and how this might help you, help others learn. 2-3 pages.

Specific instructions to follow.

ANALYSIS OF A TEXTBOOK
Through a series of inventories and exercises, you will
1) assess the readability and “friendliness” of a major text, either in use or likely to be used, in use in your content area’s classroom;
2) determine the match of students to text; and,
3) make recommendations for individual student success with the text.
Approximately three to four pages – specific instructions and guidelines distributed in advance of the due date.

TEXT SET
In order to help your adolescent students develop areas of interest in your content area, you will assemble a “text set” that you would actually use in your classroom. Remember, this is to help your students develop a specific concept as well as expand their engagement with the content area. The texts you select should be highly interesting to your students!

- Selecting your texts:
  First, select a topic that interests you in your discipline, in the grade level that you aim to teach.
  Then, select four informational books (two non-fiction plus two fiction may work better for some topics and/or disciplines), two pieces of poetry, two picture/high interest illustrated books, and one short online video and/or podcast (in the three to ten minute range) that you could direct your students to.

- Complete an annotated bibliography for your text set adhering to the citation and formatting conventions of your discipline (see guides on BlackBoard under “course documents”).

- Presentation to the class.

>Resources for text sets:
- Secondary LP: http://www.readwritethink.org/classroom-resources/lesson-plans/exploration-text-sets-supporting-305.html
- Discussion: Annenberg Foundation “Teaching Strategies”

Specific instructions to follow.
READING GUIDE

Reading Guide: You will develop a Reading Guide for an anchor text you have chosen to use in this class for developing lessons. Part of developing a reading guide is to be able to conceptualize when and why you use it. Instructions to follow.

TWO LINKED MINI LESSON PLANS

You will present your work to the class via discussion and/or presentation.

Lesson plans are very detailed examples of technical writing. We will take one aspect at a time in the early weeks of classes. Each lesson plan should have attachments: student handouts, instruments you have designed for formative and summative assessments; photocopies of short readings; examples of accommodations you are making for students with special needs; glossaries; graphic organizers; work cited lists; power point slide handouts and more.

I strongly recommend that you link these lessons. It will make for a more coherent corpus of class products from which you can draw in your own teaching. We will cover prior knowledge, reading guides, and content area writing in our class readings – in both the main textbook and in the articles you will read on a weekly basis.

Prior Knowledge Organizer Lesson Plan: You will develop from the FSU Lesson Plan template, a lesson plan that incorporates a means of accessing your students’ prior knowledge on a given topic. You will write this into the mini-lesson. Use a major anchor text for your discipline; I have some online chapters that you can access.

Incorporating Writing in the Content Area Lesson Plan: Develop a lesson plan, that features writing in a central role, that either helps students learn the content OR displays the learning that you have taught. To get started, you can use the resources in the textbook (look under “writing” in the index) to help you decide on your approach.

TOOL TALK

Key question: How can this tool help me and/or my students become more literate in my disciplinary area?

The idea of Tool Talk is that we are learning and sharing about new tools as ways to help us extend and expand upon literacies that we already have. Such enhancement can add to our literate lives– both for ourselves and for our students – both in and out of school. At the end of the semester, we will have a shared bank of new tools to add to our writer/teacher toolbox.

What to investigate:
Each of us will investigate one tool that can help us and/or our students with some aspect of content are reading and/or writing. The tool can be a digital tool – an “app” (e.g. Write Room, Byword, AudioNote Lite, etc), a useful online tool (e.g. one of the Google sites; PB Wiki, etc.), software that’s free or commercial (e.g. Scrivener; Devon Think, Word (some cool but little known feature), etc.). The tool can be a digital or non-digital device like the Echo Smartpen, for example . It should be some kind of robust tool that truly helps a mathematician/scientist/historian/writer focus his or her attention in some particular way.
Any of the tools can be one or two fresh uses of features of a larger program – for example, using
Word’s Comment feature with Audio Record (somehow) turned on in order to provide both textual and (reassuring) audio feedback to students. Looking for where to begin? A mega site for Web 2.0 tools is here http://www.go2web20.net/ Or, go to the App Store and look up “writing”, “productivity”, “vocabulary”, “computation” “history” -- or any number of keywords to help you in your search. We will share our findings as well as upload our discussions of our tools in order that we may assemble a tool chest of ideas that you may take with you into your teaching lives.

**Briefly explain**


**In-class presentation** of the tools:

Short presentation (5-6 minutes or so) in which we show the tool that we researched. Take us to the website (if there is one), show us examples of the tool in use (if at all possible), share user reviews, and offer your thoughts and impressions on the usefulness of the tool.

**LEARNING CENTERS FOR YOUR CONTENT AREA’S LITERACY LEARNING**

In a team of three people, you will design one learning center SERIES of three stations that aim to help differentiate learning as an experience of content literacy. Post instructions for students; make sure that at least two modes are utilized (e.g. 1) alphabetic text and pictures: draw a scene from this description; write a description from this picture. 2) numerical text and audio: listen to this person describe his context or problem and interpret numerical data left on cards or play money in the learning center). The possibilities are endless!

Aim for each activity to take approximately five minutes for a student to complete. How will you differentiate the tasks – what will you do to accommodate English language learners? Or, a blind or hearing impaired student? Select two or three student differences and address them directly in your learning plan. How will you encourage students to check their own work? Where will they put their finished work? This learning opportunity is designed for you, as a team, to design a small series of learning centers.

You will write out your plan for the three linked stations and you will present your three linked stations for our class. Classmates will rotate through your centers and do the work you are asking students to accomplish. We will give one another specific constructive feedback.

**PROFESSIONAL READING CLUBS**

You will go through a selection process to determine which book you would like to study in a small, professional development circle. It’s important for you to know that this is one effective, self-efficacious way that professionals take charge of their own learning; and, it’s important that you experience and reflect upon the process for when you become a teacher, or teacher-leader. In your groups you will determine your readings schedule within a set group of weeks. You will select a title that will forward your ability to teach literacy in your content area; and, you will do so in collaboration with other class members. Furthermore, one the book clubs begin, everyone is expected complete the agreed-upon page range for each week’s reading; and, you will come prepared to (a) have a substantive discussion with the other members of the book group; and, (b) be able to articulately and specifically relate to the whole class, what your book is about, how it is inspiring your thinking, and what you talked about in your book club. In this manner, we will all
get the benefit of becoming at least somewhat familiar with more texts than the one we are currently reading. **Please wait for instructions.**

**EVALUATION OF STUDENT WRITING**
As part of learning how to evaluate student writing, you will work in a small group to evaluate a stack of student papers, all writing on the same topic. Your group will analyze the strengths and weaknesses of these papers and present a plan of implementation for improving writing in this particular class (group of papers).

**COURSE POLICIES**

**Cell Phones, iPods, Other Electronic Devices:**
Besides laptops (for the purposes of taking notes and in-class research ONLY), please turn off all electronic devices, especially cell phones and iPods, during class.

Please set your cell phones/smart phones on vibrate, for **emergency** purposes, only. Phone talking or texting are off limits. We will use laptops from time to time in class. You may use your laptop for note-taking but I expect you to resist the urge to surf, chat, or check email. If any technology is becoming a distraction, I reserve the right to ask you turn off/put away the device. Do not use earphones during class time unless it is for something specific to an assignment. I reserve the right to ask you to leave class if your technology use outside of class purposes becomes persistent and/or distracting; you will take an Absent for the day’s attendance.

Technology will serve as our main tool for communication. Important announcements and readings will be posted on Blackboard. Email will be utilized as a communication tool as well. It is expected that you will check both email daily, and Blackboard regularly for information and announcements. It is expected that everyone will have and use his/her email account associated with UT-Tyler and keep their information current with the university.

**Computer Literacy Requirement:**
All assignments must be typed, doubled-spaced and formatted in either APA style or in the style associated with your content area. You will use the guides available through our library or you may use the guides on Bb in “course documents”. You are expected to use word processing for all assignments (unless otherwise instructed). Throughout this course, you will be expected to use the Internet as a source of research, as well as that of library sources. Online discussions (Bb discussion, wikis), as well as Power Point (Prezi; Keynote) presentations may also be a feature of this class.

**Canceling Class:**
If, for some reason (especially illness or weather-related), I must cancel class when the campus is not closed, I will make every effort to send an email to all students by 6AM.

**Ten Suggestions for Success in Course**
1. Do all of the readings – Not completing the readings is always very tempting. However, you will find it much more challenging to participate in discussion and your learning will be impacted.
2. Do your homework for each class; including participating in Bb discussions if they are part of a day’s assignments.
3. Keep your materials organized. Visit and re-visit your folders, binders, cases. All course materials require tending across a semester.
4. Prepare questions and thoughts before coming to class; it will be easier to participate in discussion if a few questions and impressions are brought to class.

5. Make connections between readings.

6. PARTICIPATE IN DISCUSSION – Some of the best insights for understanding texts and deciding on topics for essays comes from sounding ideas off of other people; use the class setting as an opportunity to do this. Also, class will be more interesting for everyone if there is lively discussion.

7. Drafts of projects – The importance of working on early drafts and soliciting feedback cannot be stressed enough. Turning in papers that have not been reread, revised, and proofread will result in a lower grade. Most importantly, you will produce better work if you give yourself time to think through various concepts.

8. Plan ahead.

9. Outside reading – It is perfectly appropriate and is encouraged for students to do readings and research outside of what is assigned; this will help to generate more discussion in class and will make writing easier.

10. Talk to me – If there is a problem or a question, please talk to me either before or after class, in my office, or by email.

Attendance and Participation: REALLY IMPORTANT!

Please note that this professional preparation class meets, face-to-face twice a week for only four of the 15 weeks of classes. You will be in the field most Tuesday mornings, and in this class on Thursdays from 8:00-9:15. Thus, attendance at every face-to-face session is critical for ongoing building of your knowledge. As a developing professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Your attendance and participation are factored into my assessment of your readiness and suitability for the teaching profession.

Absences and tardiness may result in a permanent grade change. If you have to miss class, you should not miss more than TWO sessions. I will not check medical notes, funeral documentation, etc. You have two absences – excused or unexcused (emailing me to explain why you are gone does not negate the absence) – to use as you see fit. Suggestion: “spend” them wisely (my suggestion is to save them for true emergencies). After TWO absences, you will receive a two point deduction for each absence, #3 and beyond. If you miss more than four classes, you will be asked to withdraw from the class. Two tardies (late arrivals or early departures) will count as one absence. If you are absent when your group is presenting, you will be receive a 0 for the presentation part of the session, regardless of reason for absence. Students who must miss a number of classes or who have a conflict with the final exam due to extenuating circumstances should contact the Dean’s Office.

**Students are responsible for all work despite any missed classes.**

Arriving late or leaving early distracts the class from the work of the day. Consistent tardies will impact your grade. Participation in class discussions and cooperative groups is expected. All students are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional as is coming to class prepared to engage in substantive discussion over the assigned readings.
All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Other Course Policies

Clear identification of work: Name, Date. Topic (in full).

All work must be neat, stapled, and properly identified with your name and page number on subsequent pages. At the top of your work, you must have your first and last name, name of assignment, date due, date completed (if applicable). I will not spend my time figuring out (for example) what chapter questions you have turned in if it is not clearly stated in your heading. You will get a zero.

Plan for printing and scanning:

Plan to be able to hand in your work at the beginning of class. To that end, it is important that you establish immediately regular and reliable access to printing services whether you own your own printer, or that you locate two or three printers on campus and understand how they work, how to pay for copies, etc. Access to a scanner can be a lifesaver as well.

Turning in of Work and Late/Incomplete Work:

Unless otherwise stated, all work will be handed in via hard copy on the day it is due, at the beginning of class.

Late Assignments:

Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating circumstances will result in a lowering of the assignment grade. If you have gotten written instructor permission, print out the email and attach to your work. I am not responsible for keeping track of such matters. It falls on you to present your documentation in a professional manner.

How the Grading Works for Late Assignments:

For each day that an assignment is late, the final grade will be docked one letter grade for up to three days, then it reverts to a 50%; after which it is a zero.
UNIVERSITY POLICIES

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Spring 2015, the Census Date is January 26th.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (January 26th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

Revised 12/12/14
Spr. 2015 V1.0
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION
Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication;
and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

**Code of Ethics and Standard Practices for Texas Educators**

Texas Administrative Code

TITLE 19  
EDUCATION

PART 7  
STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247  
EDUCATORS' CODE OF ETHICS

RULE §247.2  
Purpose and Scope; Definitions

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) **Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) **Standard 1.2.** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) **Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.

(G) **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) **Standard 1.10.** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) **Standard 1.11.** The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) **Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.
Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;
(ii) the subject matter of the communication;
(iii) whether the communication was made openly or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

SCHOOL OF EDUCATION PROGRAM STANDARDS

The School of Education has adopted program standards that guide the development of teacher candidates in their understanding of the complexity of teaching. These standards are based on those developed by the Interstate New Teacher Assessment and Support Consortium (InTASC) and shared by other accredited universities in Texas and across the United States. The Standards are broad understandings and practices gained throughout the program using a constructivist model in which new learnings are assimilated and attached to prior understandings, thus, over time, building a mental structure (schema) of educational concepts.

Standard #1: Learner Development (students in general)
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Texas Teacher Practice Standards: 1.2, 2.1, 2.2, 2.3, 4.1

Standard #2: Learning Differences (individual students)
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Texas Teacher Practice Standards: 1.3, 2.1, 2.2, 2.3, 4.1

Revised 12/12/14
Spr. 2015 V1.0
Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
*Texas Teacher Practice Standards: 1.3, 1.4, 1.6, 2.3, 4.1, 4.2, 4.3, 4.4*

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
*Texas Teacher Practice Standards: 1.2, 1.5, 1.6, 3.1, 3.2, 3.3, 5.2*

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
*Texas Teacher Practice Standards: 1.5, 3.2, 3.3*

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
*Texas Teacher Practice Standards: 1.6, 5.1, 5.2, 5.3, 5.4, 6.2*

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
*Texas Teacher Practice Standards: 1.1, 1.2, 1.3, 5.1, 5.3, 5.4*

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
*Texas Teacher Practice Standards: 1.4, 1.5, 1.6, 5.4*

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
*Texas Teacher Practice Standards: 3.2, 3.3, 6.1, 6.2, 6.4*

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
*Texas Teacher Practice Standards: 6.3, 6.4*

Standard #11: Technology
The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers.
*Texas Teacher Practice Standards: 1.5*
# Tentative Schedule of Activities and Assignments Due

**Important:**
The instructor reserves the right to change/adjust any assignments and/or due dates in the best interest of the class. Ample notice (one week minimum) will be given to students for any such changes.

**Week #1**

<table>
<thead>
<tr>
<th># Class</th>
<th>Date</th>
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<tbody>
<tr>
<td><strong>T 8/26</strong></td>
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<tr>
<td><em>Literacy in the Content Areas &amp; Overview of class</em></td>
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<tr>
<td>Introductions!</td>
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<tr>
<td>Syllabus, Texts, REQ: McKenna &amp; Robinson; Articles; Explain:</td>
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<tr>
<td>- Class Scribe role</td>
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<tr>
<td>- Table of articles by content area</td>
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<tr>
<td>- What are talking points?</td>
<td></td>
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<tr>
<td>- What are 2-col notes?</td>
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<tr>
<td>- Demo lessons – structure, purpose, peer feedback, and sign up.</td>
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<tr>
<td>- Introduce Literacy Log and Instructions</td>
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</tbody>
</table>

Specialized Professional Associations – NCTE, NCTM, etc.

Lesson Planning 1 – Elements of effective lesson planning: Demo and practice.

Short Video – Chris Tovani from “Comprehending Content…: Grades 6-12”

| Th 8/28 |  |
| **Field Orientation with Dr. Swain** |  |
| 8:00-9:00 |  |
| Discussion 9:00-9:15 over chapter 1 |  |

DUE: 2-column notes *McKenna/Robinson: Chapter 1 “The Importance of Literacy in the Content Areas”

| Monday September 1 – Labor Day |
| HOLIDAY |

**HOLIDAY NOTE**

| **Week 2** |  |
| T 9/2 |  |
| *Literacy Processes* |  |
| Professional organizations |  |
| Lesson Planning 2 – Elements of effective lesson planning: Demo and practice. |  |

DUE: *McKenna/Robinson: Chapter 2, “Literacy Processes” (2-col notes)

DUE: Literacy Log, discuss and turn in.

| Th 9/4 |  |
| **Learning Cycles** |  |
| Short Video – Chris Tovani from “Comprehending Content…: Grades 6-12” |  |
| - Introduce Literacy History in Content Area Paper; In class writing exercises. |  |

DUE: Article in your content area under “Learning Cycles” Articles are on Bb. (2-col notes).
| Week 3 | T 9/9 | Preparing Students to Learn  
➢ Introduce Talking Points  
Peer conferencing and in-class writing exercises. Expanding & unsettling your Literacy History draft.  
**Lesson Planning 3** – Elements of effective lesson planning: Demo and practice.  
**Short Video** – Chris Tovani from “Comprehending Content…: Grades 6-12”  

**DUE:** DRAFT of your literacy history in your content area paper  
**DUE:** Article in your content area under “Preparing Students to Learn” Articles are on Bb. (2-col notes) |
| Th 9/11 | *Diversity in Our Classrooms  
Practice observations  
Peer conferencing and in-class writing exercises. Expanding & unsettling your Literacy History draft.  
➢ Introduce Text Set Assignment  

**DUE:** * Chapter 4 “Diversity” (2-col notes)  
**DUE:** From Table – your content area’s article on English Language Learners (3 talking points)  
**DUE:** Literacy history in your content area paper and drafts (see instructions) -- Share (Note that next Tuesday is Day #1 in your field placement classroom: 8:45-12:30) |
| Week 4 | Th 9/18 | MEET FOR CLASS ON THURSDAY ONLY  
*Getting to Know Your Students  
Address text set assignment, in progress.  
**Demo Literature Circles**  
**Lesson Planning 4**  
**Short Video** TBD  

➢ Quiz over Chapter 4  

**Method of response TBD:**  
**DUE on Bb Discussion forum prior to class:** *Chapter 3, “Getting to Know Your Students, Your Materials, and Your Teaching” |
| T 9/16 is Day #1 JTHS Field placement | Th 9/18 | *Your Students, Your Materials, and Your Teaching  
➢ Introduce Textbook Analysis Assignment  
**Lesson Planning 5** – Elements of effective lesson planning: Demo and practice.  

**DUE on Bb Discussion forum prior to class:** *One article from your discipline from the table under heading “Struggling Adolescent Learners”. Articles are on Bb.  
**DUE:** Bring in your Observation Log to share what you’ve seen, heard and thought. Check point for ongoing entries. You will not turn in your Log.  
**DUE:** Text Set -- Share |
| Week 5 | Th 9/25 | Authentic Purposes for Readers  
Overview: Lesson Plans and Reading Guide due in next few weeks (LP-Prior Knowledge; Reading Guide, LP-Writing)  
➢ INTRODUCE Reading Guide Assignment  

**Lesson Planning 6** – Elements of effective lesson planning: Demo and practice.  

*Sign up sheet for demo lesson (TBD) |
| T 9/23 | Th 10/2 |  

**Week 6**  
Field Placement #3  
T 9/30  

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**Revised 12/12/14**  
**Spr. 2015 V1.0**
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Prior Knowledge</th>
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| Field Placement #4  
T 10/7 | Th 10/9 | DUE: Chapter 7, “Making Reading Purposeful”  
DUE: Chapter 8, “Reading Guides”  
>> TWO COLUMN NOTES FOR BOTH CHAPTERS COMBINED  
 hüUE: Textbook Analysis –Share |
| READ Chapter 5, “Building Prior Knowledge”  
DUE: Get two pieces of paper or index cards. Write a quote on one side; and the reason you selected it on the other side. Repeat with a second quote.  
WATCH first 13 minutes and 37 seconds of Tovani video “Program Two: Reading Like a Mathematician”. Only watch, “Collaborative Math Instruction”.  
DUE: Three talking points (sticky notes are okay).  
 hüUE: Draft/Proposal Reading Guide. (Make a copy to turn in – okay if handwritten; just make me a copy, or print one out, if written on your laptop.) |

| Week 8 | *Vocabulary  
➢ Introduce Prior Knowledge Lesson Plan  
□ Demo Lessons (TBD) |
|--------|-----------------|
| Field Placement #5  
T 10/14 | Th 10/16 | READ McKenna, Robinson: Ch. 6 “Introducing Technical Vocabulary”  
READ From articles chart: Read in your content area under “Vocabulary”  
DUE: Complete your choice of graphic organizer over the two readings on Vocabulary (Ch. 6 & article), combined. Graphic organizers are in a folder on Bb in Course Documents.  
WATCH Tovani Video Program 3: Thinking Like a Mathematician, “Debrief and Reflection” (13 minutes) & “Connecting Strategies Across Disciplines” (3 minutes);  
DUE: Come in with **three talking points** over video segment. Okay to have on sticky notes.  
 hüUE: Final Version Reading Guide |

<table>
<thead>
<tr>
<th>Week 9</th>
<th>*Talking, Thinking, Writing – the Connections</th>
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| Field Placement #6  
T 10/21 | Th 10/23 | Four-A’s Protocol  
Handout – Alvermann chapter 10 for Oct. 30th’s reading.  
✦ Demo Lessons (TBD)  
READ: McKenna, Robinson: Chapter 10, “Effective Questioning”  
DUE: One page of notes over the chapter that cover 1) the underlying assumptions the Author is making; 2) what do you Agree with?; 3) what do you Argue with?; 4) What does this reading make you Aspire to do or think differently about?  
 hüUE Draft/Proposal of Prior Knowledge Lesson Plan |

| Week 10 | *Writing (and Thinking) across Content Areas; Concept Maps  
✦ Demo Lessons (TBD) |
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<tr>
<td>Field Placement #7</td>
<td>10/30</td>
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<tr>
<td>T 10/28</td>
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<tr>
<td>▶ Introduce Lesson Plan with Writing</td>
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READ: Articles in your content area
1) Reflective: discussion
2) Reflective: Writing and Writing to Learn

DUE: Complete your choice of graphic organizer over the two articles, combined. Graphic organizers are in a folder on Bb in Course Documents.

ḡDUE Final version of Prior Knowledge Lesson Plan

ADVISING>>

November 1-30 is Academic Advisement

Week 11
Field Placement #8
T 11/4
Th 11/6

*Thinking about Extension and Reinforcement of Content; Concept Maps

✦ Demo Lessons (TBD)

READ: McKenna & Robinson: Chapter 11, “Reinforcing and Extending Content Literacy”

DUE: Concept map of your choice over Chapter 11

ḡDUE: Draft/ Proposal of Writing in Content Area Lesson Plan

Week 12
Field Placement #9
T 11/11
Th 11/13

Assessing Student Writing

☐ In-Class: Evaluating Student Writing 1 of 2 sessions

✦ Intro/Review of Final REFLECTION PAPER

  ☐ Directions to upload lesson plan to accreditation server and anything else required by Teacher Certification Office

✦ Demo Lessons (TBD)

READ: From Table choose your content area’s articles, “Assessment”

ḡDUE: Final Version of Writing in Content Area Lesson Plan

Week 13
Field Placement #10
(LAST ONE)
T 11/18
Th 11/20

* Incorporating technology into our teaching

☐ In-Class: Evaluating Student Writing 2 of 2 sessions

✦ Demo Lessons (TBD)

DUE: Draft of end-of-semester Reflection Paper (We will workshop drafts)

RECESS

Thanksgiving Recess – Nov. 24 - 29

Week 15
CLASS FOR BOTH T & TH
T 12/2

(Last regular face-to-face class)

* Looking toward the finish line

✦ Introduce Final Exam directions for Salon; Food sign up.

ḡDue: End-of-Semester Reflection Paper

ḡDue: Observation Log (If you do not wish to turn over your log, please make copies of your pages and turn in).

Th 12/4

Last regular, semester class ---(online)

I am at a conference on Thursday 12/4 – online class – special instructions

* Critical Literacy & Student Study Skills and Attitudes

Use time to prepare for final.

DUE in Bb Discussion, forum #1 “Critical Literacy”: All: Berhman 2006 JAAL Power
Dates, Tasks, and Points/Percentages (T=92.5 points=100%)

*Literacy Self Assessment **5 points**
  Log (1 point) (9/2/14)
  Paper: Literacy History in Your Content Area (4 points) (9/11/14)
*Text Set (**5 points**) (9/25/14)
*Textbook Analysis **5 points** (10/2/14)
*Reading Guide **10 points**
*Two mini-lesson plans **20 points**
  LP#1 Prior Knowledge Lesson Plan (10)
  LP#2 Lesson plan for Content Area Writing (10)
*Teaching a demo-lesson to the class **5.0 points** incorporate technology (across semester)
*Evaluation of Student Writing- In-Class **5 points**
*Observations Log (5) & Reflective Essay (5) **10 points**
*Participation (includes readings & homework, discussions, etc.) **10 points**
*Quizzes over chapters **5 points** (across semester)
*Blackboard discussions **5 points** (across semester)
*Final Salon **2.5 points** (final exam day)

SPRING 2015
School of Education
The University of Texas at Tyler

EDFB4338 Section 001: Literacy in the Content Areas (Grades 5-12)
Tuesdays and Thursdays 8:00-9:20; Location BEP TBD
3 Credits - LEC(20069)

A. Instructor Information
Name: Annamary L. Consalvo, Ph.D., Assistant Professor, Literacy
Email: aconsalvo@uttyler (best way to reach me)
Office Address: BEP 212D; School of Education, 3900 University Blvd. Tyler, TX 75799
Office Phone: (903) 566-5576
Office Hours: Physical Office—Tuesdays and Thursdays 9:30-11:00 and/or by appointment
Virtual Office—by appointment, phone or Skype anna.consalvo4

B. Course Description
Catalog description: EDFB 4338: Literacy in the Content Areas (Grade 5-12)

“Focus on content literacy at the middle and secondary levels, including particular emphasis on
instructional and learner strategies that develop and refine students’ literacy skills. A content reading model will be implemented through modeling, demonstration, and application in a field-based classroom. Prerequisites: Admission to the School of Education and approval for Phase III.”

http://www.uttyler.edu/catalog/12-14/2998.htm

C. Knowledge Base(s)

This undergraduate level course builds upon the knowledge base and experiences gained in prior undergraduate coursework and field experiences that address language and literacy issues. The course addresses disciplinary literacy and how, as teachers, we communicate that effectively. Both disciplinary literacy and strategy awareness in reading and writing will be emphasized, and how an understanding of these factors enables a middle and/or high school teacher to develop an effective program of instruction for all students.

Course content incorporates the standards for the preparation of teachers from both the International Reading Association (IRA) as well as the Interstate Teacher Assessment and Support Consortium (InTASC). Furthermore, course content is grounded in professional expertise and literacy research that identifies the performance criteria demonstrated by competent teaching professionals. It is guided by IRA/NCTE standards as well as program requirements relative to the preparation of teacher candidates for the roles of classroom teachers.


<table>
<thead>
<tr>
<th>#</th>
<th>Learning Outcome: The student will…</th>
<th>InTASC</th>
<th>IRA</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explain the rationale for teaching content literacy skills, including the premise that reading is a constructive process based on the interactions of a reader’s prior knowledge, the text, and the context of the reading situation</td>
<td>4</td>
<td>2</td>
<td>Quizzes; Lesson plan rationales; Reflection paper</td>
</tr>
<tr>
<td>2</td>
<td>Design, plan, and implement disciplinary literacy lessons which include instructional strategies, methods, and materials that stimulate interest, increase motivation, tap prior knowledge, activate engagement of students as they read and write, and promote optimum reflections and synthesis after they read</td>
<td>4, 6, 7, 8</td>
<td>2, 3, 5</td>
<td>Lesson plans; Individual teaching demonstrations; Text set; Textbook analysis; Reading guide</td>
</tr>
<tr>
<td>3</td>
<td>Gain knowledge and experience in integrating technology as a way of enhancing literacy and disciplinary learning for all students</td>
<td>8</td>
<td>2</td>
<td>Technology requirement in lesson plans; Teaching demo</td>
</tr>
</tbody>
</table>
TOPICAL OVERVIEW

- What is disciplinary literacy?
- Literacy learning processes.
- Classroom diversity as an asset.
- Building effective teaching and learning environments for all learners.
- The importance of prior knowledge and activating it in order to build upon it.
- Authentic and purposeful reading: Effective uses of reading guides.
- Vocabulary as a key to building knowledge and affiliation with a disciplinary area.
- Writing as thinking: writing within disciplinary areas.
- Critical literacy
- Assessment.
- English learners.
- Student attitudes and study skills.

COURSE EVALUATION

>>Grades available to you through Blackboard online grade center.<<

Dates, Tasks, and Points/Percentages (T=100 points=100%)

* Literacy Self Assessment **5 points**
  * Log (1 point)
  * Paper: Literacy History in Your Content Area (4 points)
* Text Set **(10 points)**
* Textbook Analysis **5 points**
* Reading Guide **10 points**
* Two lesson plans **20 points**
  * LP#1 Prior Knowledge Lesson Plan (10)
  * LP#2 Lesson Plan for Content Area Writing (10)
* Teaching a demo-lesson to the class **5.0 points** incorporate technology (across semester)
* Evaluation of Student Writing- In-Class **5.0 points**
* Observations Log (5) & Reflective Essay (5) **10 points**
* Participation (includes readings & homework, discussions, etc.) **10 points**
* Quizzes over chapters **5 points** (across semester)
* Technology in the classroom **2.5 points**
* Blackboard discussions **10 points** (across semester)
* Final Salon **2.5 points** (final exam day)

Note: Course grade is calculated on total percentage of overall grade.

<table>
<thead>
<tr>
<th>Points</th>
<th>Percent</th>
<th>Grade</th>
<th>Standard</th>
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<tbody>
<tr>
<td>93-100</td>
<td>93%</td>
<td>A</td>
<td>Superior</td>
</tr>
<tr>
<td>84-92</td>
<td>84%</td>
<td>B</td>
<td>Above Average</td>
</tr>
<tr>
<td>75-83</td>
<td>75%</td>
<td>C</td>
<td>Average</td>
</tr>
</tbody>
</table>
REQUIRED TEXTBOOK to purchase:

From Amazon’s page: “Pre-service and in-service middle and secondary school teachers get a core set of instructional techniques in this evidence-based, practical resource designed to help them incorporate reading-related approaches into their content classroom. The approaches are easy to follow, practical, effective, feature a strong empirical base and reflect the latest thinking in the field….This new edition is an even more valuable resource for learning about content literacy through its up-to-date technology, emphasis on teaching literacy skills to second language learners, practical approach to applying concepts and techniques in actual classrooms, many expanded discussions, new examples, and much more….Included are additional writing applications and web resources, new examples making the important concepts refreshingly clear, updated references, a series of 13 podcasts available online introducing the content of each chapter, and much more.”

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Recommended (not required) Textbooks for Your Go-To Classroom Library Bookshelf:


REQUIRED and free:
Articles/chapters from various professional journals. Blackboard (mostly), library or via handouts:
Various articles pertinent to weekly topics which, written by experts in YOUR disciplinary area, that you will be required to read. See table in syllabus or on Blackboard (Bb) in Course Documents titled: Professional Readings by Content Area.
Highly recommended:
A student membership ($20-$40 depending on your discipline) in your content area’s national professional organization:

National Council of Teachers of English (NCTE) https://secure.ncte.org/store/individual-membership

National Council of Teachers of Mathematics (NCTM) http://www.nctm.org/membership/

National Council of Teachers of Social Studies (NCTSS) http://www.socialstudies.org/membership

National Science Teachers Association (NSTA) http://www.nsta.org/membership/student.aspx


This membership will give you access to your Specialized Professional Associations (SPA) guidelines, policy statements, standards, position statements, lesson plans, journals, invitations to professional engagement, and much more (NCTE, NCTM, etc.).

You may also join International Reading Association (IRA) http://www.reading.org/General/Default.aspx – which is very teacher friendly – at all levels and through all content areas.

SOME ADDITIONAL READINGS AND RESOURCES
Access ERIC. http://www.eric.ed.gov (ERIC is a non-peer-reviewed, free database of educational research)
International Reading Association (IRA) http://www.reading.org/General/Default.aspx
Top Ranked Websites for Teachers: http://websites4teachers.com/

Citation help: Please bookmark:
To help you with citation:
Correct attribution of work that someone else did is expected of an educated person. In this class, as educators, you will adhere to the accepted “style” called APA – for the American Psychological Association. The Online Writing Lab at Purdue University AKA The OWL at
**Purdue** is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it! Here at UTT we have many citation resources available to you.

- **The OWL at Purdue** [http://owl.english.purdue.edu/owl/section/2/10/](http://owl.english.purdue.edu/owl/section/2/10/)
- **Style and Citation Guides available through UT-Tyler** [http://libguides.uttler.edu/citations](http://libguides.uttler.edu/citations)


Teacher candidates will utilize technology in the following ways:

- As a research tool
- As a means of communicating with others
- As an enhancement tool for the design of lessons and curriculum units
- As a means of presenting information

**INSTRUCTIONAL STRATEGIES:**

| X | Lecture/Presentation | X | Data Collection and Analysis |
| X | Discussion/Questioning | X | Pre-Practicum |
| _ | Laboratory | X | Role Playing/Simulation |
| X | Problem Finding/Solving | X | Independent Learning |
| X | Discovery | _ | Field Trip |
| X | Interviewing | X | Computer Application |
| X | Collaborative Learning Groups | X | Viewing and/or Listening |
| X | Reflective Response | _ | Followed by Discussion |
| X | Creating Visual Illustrations of Concepts | X | Modeling Strategies by Instructor |

The following instructional strategies will be applied in this class: mini-lesson/presentation; discussion/questioning; role playing/simulation; problem finding/solving; independent learning; discovery; computer application; collaborative learning groups; and, reflective response.

**Not sure what to do?** If an assignment is unclear, confusing, or in any way frustrating; or you have questions, discuss the problem with me. Often, such matters can be addressed in class. I welcome clarifying questions: you do the whole classroom community a service by raising them. However, not all questions can be resolved in this way. Please note that I have office hours set aside for just such occasions, and, I am happy to meet with you at another, mutually convenient time.

**COURSE REQUIREMENTS**

**DETAILED INSTRUCTIONS TO FOLLOW**

**FIELD-BASED EXPERIENCE**

LOG: CLASSROOM OBSERVATIONS; END-OF-SEMESTER REFLECTION

LOG: Classroom Observations:
You can hand write or record on computer. In any case, be organized about it – perhaps acquire an unobtrusive bound notebook reserved for this. Date each entry – write down the where, when, what, and who of what you see. Whenever you go to your pre-practicum placement, take notes during and/or IMMEDIATELY afterward -- within the hour (!) -- in them, you record what you see and hear as well as your wonderings and connections. Then, soon afterward, you go back and re-read what you’ve captured in your field notes, and expand them as new thoughts and questions come to you.

Address areas such as: How did your cooperating teacher use reading and writing to help students better understand the content area? What are your take-aways? What worked? What did not? Why? What do you wish to emulate? What are the bigger issues behind what you’ve observed? So, each class you observe should have its own entry; and, its own reflection (two or three sentences may suffice). Even if you stay for one teacher repeating the same lesson three times, the students are different; their responses are different. Think about that.

- One-on-one, I will ask you to tour me through your observation journal (for credit) from time to time. I want to be certain that you are, in fact, engaging with the school, teacher, students, curriculum, and your own developing teacher-self as you think about infusing productive literacy practices into your teaching.

PAPER: The End-of-Semester Reflective:
Out of your classroom experiences and observations, our classroom readings, discussions, and activities -- combined with your blossoming awareness as a new teacher -- you are to write a reflective paper, a thoughtful piece of writing, focusing on a particularly salient overall theme or two that comes out of your re-reading of your cross-semester writings. This paper will feature your ability to see your experiences at your field placement site from several sides, particularly from the position of a teacher candidate working to incorporate reading and writing into her curriculum. You will incorporate course readings, videos, lectures and your observation notes into a smooth and coherent discussion of your learning over the semester.

Specific instructions to follow.

LITERACY SELF-ASSESSMENT

Literacy Log
We will start the semester with the Literacy Log as a way of inventoring our own in-and out-of school literacies. I will give you a chart into which you can record your various literacies.

Literacy History in Your Content Area
Then, you will chart out the history of your literacy development. What experiences, relationships, activities, teachers, classes, and/or books impacted your learning experiences (in your content area) in your lifetime? In what ways did they affect you? In what ways did they pave the way (or complicate that way) for you to become a teacher in your own content area? Your Literacy History in Your Content Area will be a reflective piece that promotes what you know about your own literacy development and how this might help you, help others learn. 2-3 pages.

Specific instructions to follow.
ANALYSIS OF A TEXTBOOK
Through a series of inventories and exercises, you will
1) assess the readability and “friendliness” of a major text, either in use or likely to be used, in use
in your content area’s classroom;
2) determine the match of students to text; and,
3) make recommendations for individual student success with the text.
Approximately three to four pages – **specific instructions and guidelines distributed** in advance
of the due date.

TEXT SET
In order to help your adolescent students develop areas of interest in your content area, you will assemble
a “text set” that you would actually use in your classroom. Remember, this is to help your students
develop a specific concept as well as expand their engagement with the content area. The texts you select
should be highly interesting to your students!

- Selecting your texts:
  First, select a topic that interests you in your discipline, in the grade level that you aim to
teach.
  Then, select four informational books (two non-fiction plus two fiction may work better for
some topics and/or disciplines), two pieces of poetry, two picture/high interest illustrated
books, and one short online video and/or podcast (in the three to ten minute range) that you
could direct your students to.

- Complete an annotated bibliography for your text set adhering to the citation and formatting
conventions of your discipline (see guides on BlackBoard under “course documents”).

- Presentation to the class.

>Resources for text sets:
  - Daniels, H. and Steineke, N. (2011). *Texts and Lessons for Content Area Reading*. Portsmouth, NH:
    Heinemann.
  - Discussion: Annenberg Foundation “Teaching Strategies”

**Specific instructions to follow.**

READING GUIDE
*Reading Guide:* You will develop a Reading Guide for an anchor text you have chosen to use in
this class for developing lessons. Part of developing a reading guide is to be able to conceptualize
when and why you use it. Instructions to follow.

TWO LINKED LESSON PLANS
You will present your work to the class via discussion and/or presentation.

Lesson plans are very detailed examples of technical writing. We will take one aspect at a
time in the early weeks of classes. Each lesson plan should have attachments: student handouts,
instruments you have designed for formative and summative assessments; photocopies of short
readings; examples of accommodations you are making for students with special needs; glossaries;
graphic organizers; work cited lists; power point slide handouts and more.
I strongly recommend that you link these lessons. It will make for a more coherent corpus of class products from which you can draw in your own teaching. We will cover prior knowledge, reading guides, and content area writing in our class readings – in both the main textbook and in the articles you will read on a weekly basis.

**Prior Knowledge Organizer Lesson Plan:** You will develop from the FSU Lesson Plan template, a lesson plan that incorporates a means of accessing your students’ prior knowledge on a given topic. You will write this into the mini-lesson. Use a major anchor text for your discipline; I have some online chapters that you can access.

**Incorporating Writing in the Content Area Lesson Plan:** Develop a lesson plan, that features writing in a central role, that either helps students learn the content OR displays the learning that you have taught. To get started, you can use the resources in the textbook (look under “writing” in the index) to help you decide on your approach.

**DEMO LESSON**

In Since you are teaching lessons in your field placement and getting teacher and field supervisor feedback on those lessons and lesson plans, what we will do in our class is focus on the THINK ALOUD as a way to make your disciplinary knowledge and literacy skills specific to that knowledge visible to your students.

**Specific instructions and support to follow.**

**EVALUATION OF STUDENT WRITING**

As part of learning how to evaluate student writing, you will work in a small group to evaluate a stack of student papers, all writing on the same topic. Your group will analyze the strengths and weaknesses of these papers and present a plan of implementation for improving writing in this particular class (group of papers).

**COURSE POLICIES**

**Cell Phones, iPods, Other Electronic Devices:**
Besides laptops (for the purposes of taking notes and in-class research ONLY), please turn off all electronic devices, especially cell phones and iPods, during class.

Please set your cell phones/smart phones on vibrate, for emergency purposes, only. Phone talking or texting are off limits. We will use laptops from time to time in class. You may use your laptop for note-taking but I expect you to resist the urge to surf, chat, or check email. If any technology is becoming a distraction, I reserve the right to ask you turn off/put away the device. Do not use earphones during class time unless it is for something specific to an assignment. I reserve the right to ask you to leave class if your technology use outside of class purposes becomes persistent and/or distracting; you will take an Absent for the day’s attendance.

Technology will serve as our main tool for communication. Important announcements and readings will be posted on Blackboard. Email will be utilized as a communication tool as well. It is expected that you will check both email daily, and Blackboard regularly for information and announcements. It is expected that everyone will have and use his/her email account associated with UT-Tyler and keep their information current with the university.
Computer Literacy Requirement:
All assignments (unless instructed otherwise) must be typed, doubled-spaced and formatted in either APA style or in the style associated with your content area. You will use the STYLE GUIDES available through our library or you may use the guides on Bb in “course documents”. You are expected to use word processing for all assignments (unless otherwise instructed).
Throughout this course, you will be expected to use the Internet as a source of research, as well as that of library sources. Online discussions (Bb discussion, wikis), as well as Power Point (Prezi; Keynote) presentations may also be a feature of this class.

Canceling Class:
If, for some reason (especially illness or weather-related), I must cancel class when the campus is not closed, I will make every effort to send an email to all students by 6AM.

Ten Suggestions for Success in Course
1. Do all of the readings – Not completing the readings is always very tempting. However, you will find it much more challenging to participate in discussion and your learning will be impacted.
2. Do your homework for each class; including participating in Bb discussions if they are part of a day’s assignments.
3. Keep your materials organized. Visit and re-visit your folders, binders, cases. All course materials require tending across a semester.
4. Prepare questions and thoughts before coming to class; it will be easier to participate in discussion if a few questions and impressions are brought to class.
5. Make connections between readings.
6. PARTICIPATE IN DISCUSSION – Some of the best insights for understanding texts and deciding on topics for essays comes from sounding ideas off of other people; use the class setting as an opportunity to do this. Also, class will be more interesting for everyone if there is lively discussion.
7. Drafts of projects – The importance of working on early drafts and soliciting feedback cannot be stressed enough. Turning in papers that have not been reread, revised, and proofread will result in a lower grade. Most importantly, you will produce better work if you give yourself time to think through various concepts.
8. Plan ahead.
9. Outside reading – It is perfectly appropriate and is encouraged for students to do readings and research outside of what is assigned; this will help to generate more discussion in class and will make writing easier.
10. Talk to me – If there is a problem or a question, please talk to me either before or after class, in my office, or by email.

Attendance and Participation: REALLY IMPORTANT!
Please note that this professional preparation class meets, face-to-face twice a week for only four of the 15 weeks of classes. You will be in the field most Tuesday mornings, and in this class on Thursdays from 8:00-9:15. Thus, attendance at every face-to-face session is critical for ongoing building of your knowledge. As a developing professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any
absences. Your attendance and participation are factored into my assessment of your readiness and suitability for the teaching profession.

Absences and tardiness may result in a permanent grade change. If you have to miss class, you should not miss more than TWO sessions. I will not check medical notes, funeral documentation, etc. You have two absences – excused or unexcused (emailing me to explain why you are gone does not negate the absence) – to use as you see fit. Suggestion: “spend” them wisely (my suggestion is to save them for true emergencies). After TWO absences, you will receive a two point deduction for each absence, #3 and beyond. If you miss more than four classes, you will be asked to withdraw from the class. Two tardies (late arrivals or early departures) will count as one absence. If you are absent when your group is presenting, you will be receive a 0 for the presentation part of the session, regardless of reason for absence. Students who must miss a number of classes or who have a conflict with the final exam due to extenuating circumstances should contact the Dean’s Office.

**Students are responsible for all work despite any missed classes.**

Arriving late or leaving early distracts the class from the work of the day. Consistent tardies will impact your grade. Participation in class discussions and cooperative groups is expected. All students are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. **Completion of assigned reading is imperative to your individual development as a professional as is coming to class prepared to engage in substantive discussion over the assigned readings.**

All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

**Other Course Policies**

**Clear identification of work: Name, Date. Topic (in full).**

All work must be neat, stapled, and properly identified with your name and page number on subsequent pages. At the top of your work, you must have your first and last name, name of assignment, date due, date completed (if applicable). I will not spend my time figuring out (for example) what chapter questions you have turned in if it is not clearly stated in your heading. You will get a zero.

**Plan for printing and scanning:**

Plan to be able to hand in your work at the beginning of class. To that end, it is important that you establish immediately **regular and reliable access to printing services** whether you own your own printer, or that you locate two or three printers on campus and understand how they work, how to pay for copies, etc. Access to a scanner can be a lifesaver as well.

**Turning in of Work and Late/Incomplete Work:**

Unless otherwise stated, all work will be handed in via hard copy on the day it is due, at the beginning of class.

**Late Assignments:**

Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating circumstances will result in a lowering of the assignment.
grade. If you have gotten written instructor permission, print out the email and attach to your work. I am not responsible for keeping track of such matters. It falls on you to present your documentation in a professional manner.

**How the Grading Works for Late Assignments:**

For each day that an assignment is late, the final grade will be docked one letter grade for up to three days, then it reverts to a 50%; after which it is a zero.

**UNIVERSITY POLICIES**

**UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

**Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

**Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Spring 2015, the Census Date is January 26th.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (January 26th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

**State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**Disability Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational
environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

**Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**Student Standards of Academic Conduct:**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(ii) “Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

**COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION**

**Vision:** The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

**Mission:** The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

**Code of Ethics and Standard Practices for Texas Educators**

Texas Administrative Code

**Purpose and Scope; Definitions**

(b) Enforceable Standards.

1. **Professional Ethical Conduct, Practices and Performance.**
   (A) **Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
   (B) **Standard 1.2.** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
   (C) **Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
   (D) **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.
   (E) **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
   (F) **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.
   (G) **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
   (H) **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
   (I) **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
   (J) **Standard 1.10.** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
   (K) **Standard 1.11.** The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
   (L) **Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
   (M) **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

2. **Ethical Conduct Toward Professional Colleagues.**
   (A) **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
   (B) **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.
(C) **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) **Ethical Conduct Toward Students.**

(A) **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 3.2.** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) **Standard 3.4.** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(II) **Standard 3.9.** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- the nature, purpose, timing, and amount of the communication;
- the subject matter of the communication;
- whether the communication was made openly or the educator attempted to conceal the communication;
- whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- whether the communication was sexually explicit; and
- whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

**Source Note:** The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

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**SCHOOL OF EDUCATION PROGRAM STANDARDS**

The School of Education has adopted program standards that guide the development of teacher candidates in their understanding of the complexity of teaching. These standards are based on those developed by the Interstate New Teacher Assessment and Support Consortium (InTASC) and shared by other accredited universities in Texas and across the United States. The Standards are broad understandings and practices gained throughout the program using a constructivist model in
which new learnings are assimilated and attached to prior understandings, thus, over time, building a mental structure (schema) of educational concepts.

**Standard #1: Learner Development (students in general)**
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

*Texas Teacher Practice Standards: 1.2, 2.1, 2.2, 2.3, 4.1*

**Standard #2: Learning Differences (individual students)**
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

*Texas Teacher Practice Standards: 1.3, 2.1, 2.2, 2.3, 4.1*

**Standard #3: Learning Environments**
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

*Texas Teacher Practice Standards: 1.3, 1.4, 1.6, 2.3, 4.1, 4.2, 4.3, 4.4*

**Standard #4: Content Knowledge**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

*Texas Teacher Practice Standards: 1.2, 1.5, 1.6, 3.1, 3.2, 3.3, 5.2*

**Standard #5: Application of Content**
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*Texas Teacher Practice Standards: 1.5, 3.2, 3.3*

**Standard #6: Assessment**
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

*Texas Teacher Practice Standards: 1.6, 5.1, 5.2, 5.3, 5.4, 6.2*

**Standard #7: Planning for Instruction**
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*Texas Teacher Practice Standards: 1.1, 1.2, 1.3, 5.1, 5.3, 5.4*

**Standard #8: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*Texas Teacher Practice Standards: 1.4, 1.5, 1.6, 5.4*

**Standard #9: Professional Learning and Ethical Practice**
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*Texas Teacher Practice Standards: 3.2, 3.3, 6.1, 6.2, 6.4*

**Standard #10: Leadership and Collaboration**
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Texas Teacher Practice Standards: 6.3, 6.4*

**Standard #11: Technology**
The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers.

*Texas Teacher Practice Standards: 1.5*
### Tentative Schedule of Activities and Assignments Due

**Important:**
The instructor reserves the right to change/adjust any assignments and/or due dates in the best interest of the class. Ample notice (one week minimum) will be given to students for any such changes.

<table>
<thead>
<tr>
<th># Class</th>
<th>Date</th>
<th>Activity Details</th>
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<tbody>
<tr>
<td></td>
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<td><strong>Week #1</strong></td>
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</table>
|         | T 1/13| * Literacy in the Content Areas & Overview of class*  
Syllabus, Texts, REQ: McKenna & Robinson; Articles;  
Explain:  
  - Class Scribe role  
  - Table of articles by content area  
  - What are talking points?  
  - What are 2-col notes?  
  - Demo lessons – structure, purpose, peer feedback, and sign up.  
  - Introduce Literacy Log and Instructions  
Specialized Professional Associations – NCTE, NCTM, etc.  
Lesson Planning 1 – Elements of effective lesson planning: Demo and practice.  
Short Video – Chris Tovani from “Comprehending Content…: Grades 6-12” |
|         | Th 1/15| Field Orientation with Dr. Swain and Mrs. Sherman  
8:00-9:00  
Discussion 9:00-9:15 over chapter 1  
DUE: 2-column notes *McKenna/Robinson: Chapter 1 “The Importance of Literacy in the Content Areas” |
| **HOLIDAY** | **NOTE** | Monday January 19 - Rev. Martin Luther King, Jr. Day |
| **Week 2** | T 1/20 | *Literacy Processes  
Professional organizations  
Lesson Planning 2 – Elements of effective lesson planning: Demo and practice.  
DUE: * McKenna/Robinson: Chapter 2, “Literacy Processes” (2-col notes)  
DUE: Literacy Log, discuss and turn in. |
| **Week 3** | Th 1/29 | MEET FOR CLASS ON THURSDAY ONLY  
**Preparing Students to Learn**  
  - Introduce Talking Points  
Peer conferencing and in-class writing exercises. Expanding & unsettling your Literacy History draft.  
Lesson Planning 3 – Elements of effective lesson planning: Demo and practice.  
Short Video – Chris Tovani from “Comprehending Content…: Grades 6-12”  
DUE: DRAFT of your literacy history in your content area paper  
DUE: Article in your content area under “Preparing Students to Learn” Articles are on Bb. (2-col notes) |
| **Week 4** | Th 2/4 | Learning Cycles  
Short Video – Chris Tovani from “Comprehending Content…: Grades 6-12”  
  - Introduce Literacy History in Content Area Paper; In class writing exercises.  
DUE: Article in your content area under “Learning Cycles” Articles are on Bb. (2-col notes) |

Revised 12/12/14  
Spr. 2015 V1.0
<table>
<thead>
<tr>
<th>Week 5</th>
<th>T 2/10 Day 3  Field</th>
<th>Th 2/12</th>
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</table>
|       | *Diversity in Our Classrooms* | Practice observations  
Peer conferencing and in-class writing exercises. Expanding & unsettling your Literacy History draft.  
➢ Introduce Text Set Assignment  
DUE: * Chapter 4 “Diversity” (2-col notes)  
DUE: From Table – your content area’s article on English Language Learners (3 talking points)  
خدUE: Literacy history in your content area paper and drafts (see instructions) -- Share  
(Note that next Tuesday is Day #1 in your field placement classroom: 8:45-12:30) |

<table>
<thead>
<tr>
<th>Week 6</th>
<th>T 2/17 is Day 4  Field placement</th>
<th>Th 2/19</th>
</tr>
</thead>
</table>
|       | *Getting to Know Your Students* | Address text set assignment, in progress.  
Demo Literature Circles  
Lesson Planning 4  
Short Video  TBD  
➢ Quiz over Chapter 4  
Method of response TBD:  
DUE on Bb Discussion forum prior to class: *Chapter 3, “Getting to Know Your Students, Your Materials, and Your Teaching” |

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Field Placement Day 5  T 2/24</th>
<th>Th 2/26</th>
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</table>
|       | *Your Students, Your Materials, and Your Teaching* | Introduce Textbook Analysis Assignment  
Lesson Planning 5 – Elements of effective lesson planning: Demo and practice.  
DUE on Bb Discussion forum prior to class: *One article from your discipline from the table under heading “Struggling Adolescent Learners”. Articles are on Bb.  
DUE: Bring in your Observation Log to share what you’ve seen, heard and thought. Check point for ongoing entries. You will not turn in your Log.  خدعUE: Text Set -- Share |

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Field Placement Day 6  T 3/3</th>
<th>Th 3/5</th>
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</table>
|       | Authentic Purposes for Readers  
Overview: Lesson Plans and Reading Guide due in next few weeks  
(LP-Prior Knowledge; Reading Guide, LP-Writing)  
➢ INTRODUCE Reading Guide Assignment  
Lesson Planning 6 – Elements of effective lesson planning: Demo and practice.  
*Sign up sheet for demo lesson (TBD)  
DUE: Chapter 7, “Making Reading Purposeful”  
DUE: Chapter 8, “Reading Guides”  
خد Curl COLUMN NOTES FOR BOTH CHAPTERS COMBINED  
خدUE: Textbook Analysis –Share |

BREAK | Spring Break – no classes on 3/10/15 or 3/12/15 |
<table>
<thead>
<tr>
<th>Week 9</th>
<th>Prior Knowledge</th>
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<tbody>
<tr>
<td>Field Placement 7</td>
<td>Th 3/19</td>
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<tr>
<td>T 3/17</td>
<td></td>
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<tr>
<td><strong>Save the last word for me (Protocol)</strong></td>
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<tr>
<td><strong>Review sign up sheet for demo lesson. (TBD)</strong></td>
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<tr>
<td><strong>READ Chapter 5, “Building Prior Knowledge”</strong></td>
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<tr>
<td><strong>DUE:</strong> Get two pieces of paper or index cards. Write a quote on one side; and the reason you selected it on the other side. Repeat with a second quote.</td>
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<tr>
<td><strong>WATCH first 13 minutes and 37 seconds of Tovani video “Program Two: Reading Like a Mathematician”. Only watch, “Collaborative Math Instruction”</strong></td>
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<tr>
<td><strong>DUE:</strong> Three talking points (sticky notes are okay).</td>
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<tr>
<td><strong>DUE:</strong> Draft/Proposal Reading Guide. (Make a copy to turn in – okay if handwritten; just make me a copy, or print one out, if written on your laptop.)</td>
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<thead>
<tr>
<th>Week 10</th>
<th><em>Vocabulary</em></th>
</tr>
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<tbody>
<tr>
<td>Field Placement 8</td>
<td>Th 3/26</td>
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<tr>
<td>T 3/24</td>
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<tr>
<td><strong>Introduce Prior Knowledge Lesson Plan</strong></td>
<td></td>
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<tr>
<td><strong>Demo Lessons (TBD)</strong></td>
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<tr>
<td><strong>READ McKenna, Robinson: Ch. 6 “Introducing Technical Vocabulary”</strong></td>
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</tr>
<tr>
<td><strong>READ From articles chart: Read in your content area under “Vocabulary”</strong></td>
<td></td>
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<tr>
<td><strong>DUE:</strong> Complete your choice of graphic organizer over the two readings on Vocabulary (Ch. 6 &amp; article), combined. Graphic organizers are in a folder on Bb in Course Documents.</td>
<td></td>
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<tr>
<td><strong>WATCH Tovani Video Program 3: Thinking Like a Mathematician, “Debrief and Reflection” (13 minutes) &amp; “Connecting Strategies Across Disciplines” (3 minutes);</strong></td>
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<tr>
<td><strong>DUE:</strong> Come in with three talking points over video segment. Okay to have on sticky notes.</td>
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<tr>
<td><strong>DUE:</strong> Final Version Reading Guide</td>
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<thead>
<tr>
<th>Week 11</th>
<th><em>Talking, Thinking, Writing – the Connections</em></th>
</tr>
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<tbody>
<tr>
<td>NO FIELD TODAY -TESTING</td>
<td>T 3/31</td>
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<tr>
<td><strong>Four-A’s Protocol</strong></td>
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<tr>
<td><strong>Handout – Alvermann chapter 10 for Oct. 30th’s reading.</strong></td>
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<tr>
<td><strong>Demo Lessons (TBD)</strong></td>
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<tr>
<td><strong>READ: McKenna, Robinson: Chapter 10, “Effective Questioning”</strong></td>
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<tr>
<td><strong>DUE:</strong> One page of notes over the chapter that cover 1) the underlying assumptions the Author is making; 2) what do you Agree with?; 3) what do you Argue with?; 4) What does this reading make you Aspire to do or think differently about?</td>
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<tr>
<td><strong>DUE Draft/Proposal of Prior Knowledge Lesson Plan</strong></td>
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<thead>
<tr>
<th>Week 11</th>
<th><em>Writing (and Thinking) across Content Areas; Concept Maps</em></th>
</tr>
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<tbody>
<tr>
<td>Th 4/2</td>
<td></td>
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<tr>
<td><strong>Demo Lessons (TBD)</strong></td>
<td></td>
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<tr>
<td><strong>Introduce Lesson Plan with Writing</strong></td>
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<tr>
<td><strong>READ: Articles in your content area</strong></td>
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<tr>
<td>1) Reflective: discussion</td>
<td></td>
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<tr>
<td>2) Reflective: Writing and Writing to Learn</td>
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<tr>
<td><strong>DUE:</strong> Complete your choice of graphic organizer over the two articles, combined. Graphic organizers are in a folder on Bb in Course Documents.</td>
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<tr>
<td>ADVISING&gt;&gt;</td>
<td><strong>Due Final version of Prior Knowledge Lesson Plan</strong></td>
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<tr>
<td><strong>Week 12</strong></td>
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<tr>
<td>Field Placement #9</td>
<td>Th 4/9</td>
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</tbody>
</table>
| T 4/7 | *Thinking about Extension and Reinforcement of Content; Concept Maps*  
**Demo Lessons (TBD)**  
**READ:** McKenna & Robinson: Chapter 11, “Reinforcing and Extending Content Literacy”  
**DUE:** Concept map of your choice over Chapter 11  
**Due:** Draft/ Proposal of Writing in Content Area Lesson Plan |
| **Week 12** |  |
| Field Placement #10 | Th 4/16 |
| T 4/14 | Assessing Student Writing  
- **In-Class:** Evaluating Student Writing 1 of 2 sessions  
  - **Intro/Review of Final REFLECTION PAPER**  
    - Directions to upload lesson plan to accreditation server and anything else required by Teacher Certification Office  
  **Demo Lessons (TBD)**  
**READ:** From Table choose your content area’s articles, “Assessment”  
**Due:** Final Version of Writing in Content Area Lesson Plan |
| **Week 13** |  |
| T 4/21 | *Incorporating technology into our teaching*  
- **In-Class:** Evaluating Student Writing 2 of 2 sessions  
  **Demo Lessons (TBD)**  
**DUE:** Draft of end-of-semester Reflection Paper (We will workshop drafts) |
| **Week 13** |  |
| Th 4/23 | (Last regular face-to-face class)  
*Looking toward the finish line*  
- Introduce Final Exam directions for Salon; Food sign up.  
**Due:** End-of-Semester Reflection Paper  
**Due:** Observation Log (If you do not wish to turn over your log, please make copies of your pages and turn in). |
| **FINAL EXAM BLOCK** | TBD |
| **FINAL EXAM BLOCK** | **FINALS** 4/28-5/2  
**Salon:** Collegial and professional seminar-style presentation of your cross semester learnings from your field placement; questions. Directions forthcoming. |
| **TBD** |  |
| **TBD** | *Critical Literacy & Student Study Skills and Attitudes*  
Use time to prepare for final.  
**DUE** in Bb Discussion, forum #1 “Critical Literacy”: All: Berhman 2006 JAAL Power Critical Literacy (On Bb) (Forum closes at 6pm)  
**DUE** in Bb Discussion, Forum #2 “Studying and Attitudes”: McKenna & Robinson: Chapters 12 & 13, “Study Skills” & “Student Attitudes” (Forum closes at 6pm) |