Fall 2015
Term dates: August 24-December 12

School of Education
The University of Texas at Tyler

What: EDFB4338.001 Literacy in the Content Areas (Grades 5-12)
(80115) 3 Credits
When: Mondays and Wednesdays 5:30 to 6:50pm
Where: BEP 218

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A. Instructor Information
Name: Annamary L. Consalvo, Ph.D., Assistant Professor, Literacy
Email: aconsalvo@uttyler.edu
Office Address: BEP 212D; School of Education, 3900 University Blvd. Tyler, TX 75799
Office Phone: (903) 565-5576
Office Hours: Physical Office—Mondays 1:00-2:00; Tuesdays 3:00-4:00; Wednesdays 7:00-8:00pm and by appointment
Virtual Office—by Zoom by appointment Go to Zoom.us Click on “Join a Meeting” follow the set-up prompts; Meeting ID 242-669-0795

B. Course Description
“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…
http://www.uttyler.edu/catalog/12-14/2998.htm

C. Knowledge Base(s)
This undergraduate course builds upon the knowledge base and experiences gained in prior undergraduate coursework, field, and actual classroom experiences that address language and literacy issues. The course addresses disciplinary literacy and how, as teachers, we communicate the literacy practices of our disciplines effectively and in ways that build bridges for middle and high school students to grasp, understand and apply concepts from your discipline. Both disciplinary literacy and strategy awareness in reading and writing will be emphasized leading to enabling an upper-elementary, middle and/or high school teacher to better 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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<tbody>
<tr>
<td>1</td>
<td>Explain the rationale for teaching content/disciplinary 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>Textbook analysis; Text set rationale; Quizzes;</td>
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<td>2</td>
<td>Design and plan disciplinary literacy-infused lessons which include instructional strategies, methods, and materials that *stimulate interest, increase motivation, tap prior knowledge, activate engagement of students as they speak, read, and write across modes, and that *promote optimum reflection and synthesis after they speak, read and write across modes.</td>
<td>4, 6, 7, 8</td>
<td>2, 3, 5</td>
<td>Text set; Reading guide; Tool talk; Think Aloud; Weekly learning log/final portfolio</td>
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<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>Tool talk; Think Aloud demo</td>
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<td>4</td>
<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; Reading guide; Think Aloud demo; Tool Talk</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.
- Assessment.
- English learners.
- Student attitudes and study skills.

COURSE EVALUATION

*Quizzes over chapters **10 points** ~due weekly
* What is literacy? What is disciplinary literacy? 5+5=**10 points, total**
  - Log & Reflection (5 points) ~due 8/31
  - Bb Reflection & discussion; your literacy history in your disciplinary area (5 points) ~due 9/2
*Text Set **15 points** ~due 10/12
*Reading Guide **5 points** ~due 10/19
*Textbook Analysis **10 points** ~due 10/26
*Demo Think Aloud in your discipline (your presentation) 10 points+5 points = **15 points, total**
  - Comments to peers following protocol: Happy Grams ~due
  - (responses to others’ presentations) 5 points ~due
*Tool Talk (Exploring Technology) 7+3=**10 points, total**
  - (Tool Talk, presentation) 7 points
  - Responses to others’ Tool Talks) 3 points

- Participation in Discussions – **10 points** ~ Weekly
  - F2F & Blackboard/online discussions no matter what the mode
    - (e.g. In-Class; Meet and Greet; Scribe; Bb discussions; and/or social media)
*Online learning log and small group discussion **15 points** ~ Weekly (ten weeks; 10 points)
  and Final Portfolio (5 points ~ due 12/2). (weekly articles; videos; vocabulary work; tie-ins to field work)

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<th>Performance standards</th>
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<td>Points</td>
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<td>93-100</td>
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<td>84-92</td>
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<td>75-83</td>
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<td>66-74</td>
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TEXTS

**REQUIRED TEXTBOOK to purchase:**
ISBN 10: 0-13-268572-8

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:**

User-friendly and very practical – simple, clear, useful. Read more: [http://www.amazon.com/Literacy-Strategies-Meet-Common-Core/dp/1936764288/ref=sr_1_1?keywords=20+literacy+strategies+to+meet+the+common+core](http://www.amazon.com/Literacy-Strategies-Meet-Common-Core/dp/1936764288/ref=sr_1_1?keywords=20+literacy+strategies+to+meet+the+common+core)

**REQUIRED and FREE (!!!):**
**Articles/chapters from various professional journals. Blackboard (mostly), library or via handouts:**
Various articles pertinent to weekly topics, written by experts in YOUR disciplinary area, that you may select from. See table in syllabus tab on Bb, *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>Journal of Adolescent &amp; Adult Literacy</td>
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<tr>
<td>The Reading Teacher</td>
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<td>Reading &amp; Writing Quarterly</td>
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<td>Intervention in School and Clinic</td>
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<td>Reading Improvement</td>
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<td>Mathematics Teacher</td>
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<td>Mathematics Teaching in the Middle School</td>
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<td>Middle School Journal</td>
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<tr>
<td>Science Scope</td>
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<td>The Science Teacher</td>
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<td>Journal of Science Teacher Education</td>
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<td>Journal of American History</td>
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<td>OAH Magazine of History</td>
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<td>Educational Leadership</td>
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<td>Library Media Connection</td>
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PROFESSIONAL ORGANIZATION MEMBERSHIP
A student membership ($20-$40 depending on your discipline) in your content area’s national professional organization:

- National Science Teachers Association (NSTA) [http://www.nsta.org/membership/student.aspx](http://www.nsta.org/membership/student.aspx)
- National Council of Teachers of Mathematics (NCTM) [http://www.nctm.org/membership/](http://www.nctm.org/membership/)
- 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 Social Studies (NCTSS) [http://www.socialstudies.org/membership](http://www.socialstudies.org/membership)
- National Association for Music Educators [http://www.nafme.org](http://www.nafme.org)
- National Association for Art Educators [http://www.arteducators.org](http://www.arteducators.org)

A membership in your discipline’s national organization 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 Literacy (Reading) Association (ILA /formerly 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](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](http://www.edutopia.org/groups/ stem-education)
- International Reading Association (IRA) [http://www.reading.org/General/Default.aspx](http://www.reading.org/General/Default.aspx)

CITATION HELP
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 OWL at Purdue: 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/)

August 8, 2015
Style and Citation Guides available through UT-Tyler [http://libguides.uttler.edu/citations](http://libguides.uttler.edu/citations)

### Secondary Specializations at UTT

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<tr>
<td>Chemistry (Grades 7-12)</td>
<td>Mathematics (Grades 7-12)</td>
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<td>Computer Science (Grades 7-12)</td>
<td>Physical Science (Grades 7-12)</td>
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<tr>
<td>English Language Arts and Reading (Grades 7-12)</td>
<td>Social Studies (Grades 7-12)</td>
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<td>History (Grades 7-12)</td>
<td>Speech (Grades 7-12)</td>
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<tr>
<td>Journalism (Grades 7-12)</td>
<td>And Music, Physical Education, and Art Education (all grades).</td>
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<td>Life Sciences (Grades 7-12)</td>
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### INSTRUCTIONAL STRATEGIES:

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

### COURSE REQUIREMENTS

**Detailed instructions to follow….**

AND if you are not sure what to do….

I will explain assignments in my lectures. I will distribute detailed instructions for each assignment. In most cases, I will provide you with several examples of completed assignments. If an assignment is unclear, confusing, or in any way frustrating -- or you have questions -- discuss the problem with me. I welcome clarifying questions: you do the whole classroom community a service by raising them. Often, I will share the answers to such questions with the classroom community -- without attributing a student name to the question. However, not all questions can be resolved in this way. Please note that I have office hours set aside for just such occasions. If my office hours do not work for you, we can make an appointment for a mutually convenient time.

**QUIZZES (10/10=100%)**

For each chapter in the textbook, you will take a quiz. Research shows that quizzes help to reinforce learning\(^1\). Each chapter of the quiz is worth 1.0 point (1/1=100%).

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\(^1\) Benefits of testing memory: Best practices and boundary conditions.  
Roediger III, Henry L.; Agarwal, Pooja K.; Kang, Sean H. K.; Marsh, Elizabeth J.
CREATING A WORKING DEFINITION OF LITERACY (10/10=100%)

**Literacy Log and Reflection** (5 points 5/5=100%)
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. As we move toward a working definition of literacy, we will share our thoughts on Bb Discussion Forum.

**Literacy History in Your Content Area** (5 points 5/5=100%)
What experiences, relationships, activities, teachers, classes, and/or books impacted your learning experiences (in your disciplinary 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 commentary (approximately 250 words/1 page) that you will post on Blackboard and then engage with others’ reflections.

**TEXT SET (15 points 15/15=100%)**
In order to help your adolescent students develop areas of interest/motivation/engagement in your discipline (e.g. care about what you are teaching them), you will assemble a “text set” that you could use in your classroom. Your aim will be twofold: a) help students find a way IN to your discipline; and b) help students to understand a specific concept leading to the application of that learning. The texts you select should be highly interesting to your students. Examples will be posted for your browsing.

**READING GUIDE (5 points 5/5=100%)**
Using chapter 8’s Reading Guides discussion, examples, and explanation (and mine) as guides, you will develop a Reading Guide for an text you have chosen that you have determined students need help navigating. You will choose a specific type of reading guide and follow its format closely; you will write a rationale statement (of 125-250 words) explaining your reasons for its development and how you see its use leading students to specific further learning (e.g. what further learning?).

**ANALYSIS OF A TEXTBOOK (10 points 10/10=100%)**
Get hold of a textbook that you are using, or want to use in your own teaching, for this assignment. The library at UT-Tyler has an excellent and wide assortment of textbooks in a room on the first floor. Through the use of two tools, developed by nationally recognized literacy experts, you will
1) assess the readability and “friendliness” of a major textbook, either in use or likely to be used, in use in your content area’s classroom in K12;  
2) determine the match of students to text; and,
3) make recommendations for student success with the text.

**DEMO THINK ALOUD (15 total points)**
Think-Aloud 10 points 10/10=100% PLUS 5 points peer comments 5 points 5/5=100%
THINK ALOUD PROTOCOLS are an excellent way a teacher can make his or her specialized disciplinary knowledge VISIBLE to students. This is an oft-overlooked, critically important step in “explicit” or “direct” instruction. Students in K12 needs to be able to see HOW we think about solving problems in our areas, then (and often, ONLY then), can they solve them on their own. You will select a

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discipline-specific task and then record yourself “performing” the think-aloud. As if you were by yourself, and, as if the audience had a front row seat inside your head, you will talk through all of your thinking about the task you are accomplishing. Seven to ten minutes of thinking aloud. Peer comments to follow.

**FACE TO FACE AND ONLINE DISCUSSIONS (10 points 10/10=100%)**
Blackboard/online discussions no matter what the mode (e.g. Bb; Twitter, Facebook, Zoom, etc.). Directions will accompany each discussion.

In general, it is imperative that any online discussion maintain a polite and collegial tone. Moreover, it is important that each person express him/herself fully and with supporting detail. Generally, each post should be between 100 and 250 words of well developed and coherent connection to and thinking about a given topic. In your replies to other students, we should strive to maintain a positive and appreciative tone. If you do not agree with someone – then own it – rather than saying, “that’s ridiculous!” try something more like, “I appreciate that you were in a very challenging situation”. Or, “Could you say a little more about how part a connects to part b?”, or, I don’t understand the connection between point c and point d…” As professional educators, being able to disagree and maintain a positive relationship is a valuable skill well worth continuous development.

**TOOL TALK (10 points 10/10=100%)**

Technological Tools for Teaching and Teacher Support and Development

- Tool Talk, presentation **7 points**
- Responses to others’ presentations **3 points**

In light of the increasing digitization of texts and spaces (work, educational, social) of all sorts, as well as the mobile deployment of such spaces and experiences, and the fact that the momentum is not going to slow down anytime soon, we will explore, consider, pilot, and actively share digital tools that may hold promise for our work in developing and supporting our own and student literacy in our disciplines.

**Online Learning Log (one a week for 10 weeks: 10 points 10/10=100%)**
You will keep a weekly online learning log into which your will talk about and reflect on what you are learning. You will be put into small online groups and you will post in it at least once a week. In addition, you will visit classmates’ learning logs inside your group and leave comments and thoughts for them, as thinking partners/colleagues. You will use the weekly journal to reflect on supplemental course materials that you will engage with **on a weekly basis**: such as your vocabulary root word activities (instructions forthcoming); your field placement; posted articles on Bb on disciplinary literacy written by experts in various areas of which you will read at least one each week, and videos (of which you will watch at least one each week) on topics such as literature circles, vocabulary, and teaching adolescents to manage texts, by such literacy experts as Cris Tovani and Catherine Snow. All of these will be part of each week’s learning journals.

Each weekly synthesis journal should be between 250-500 words. You should talk about your wonderings, your sense-making, and your connections (e.g., text to self; text to text; text to world). What specific learning strategies are new to you – or are “made new to you”-- and how can you use them in teaching adolescents. Moreover, you should cite what you are drawing from and use page numbers when you use quotes or talk about specific sections of a given text that captured your attention. Each journal entry should address at least one strategy that you are studying in order to take up in your practice. Each journal entry should reference no fewer than three specific course readings or videos (required or supplementary). Each Journal entry should have its own full references listed at the end of said journal.
I suggest that you first write each weekly synthesis journal in Word and save it to your computer – then, copy and paste it into the message pane of the Journal entry. In this way, you will start to build your learning portfolio – which you will turn in at the end of the class. On your computer, for your portfolio, you should collect articles, tools, great ideas, rubrics, strategies and more.

On a weekly basis you will visit the posts of others in your small Learning Synthesis Journal group and serve as a thinking partner with him/her—offering encouragement and extension. These comments do not need to be long – a sentence or two should do it.

**Final Portfolio** (refined and enhanced Learning Synthesis Journal 5 points)

This mini-portfolio will have several sections and will be uploaded into a Turn-In folder as a single pdf.

1. Cover page
2. Table of contents
3. Your 10 weeks of Learning Synthesis Journal entries that should be enhanced or more fully explained now that you can look at each with hindsight. Each journal entry should be between approximately 250-500 words and address at least one strategy that you are studying in order to take up in your practice as a teacher of adolescents. Each journal entry should reference no fewer than three specific course readings or videos. Each Journal entry should have its own full references listed at the end of said journal.
4. Accompanying each of your Journal entries, in the final portfolio only, should have some sort of instrument attached that reflects your uptake of the strategy. For example, if you decide that you find worth in Literature Circles, then you might make a table for students that explains each role and its responsibilities and/or a group planning sheet for a longer work requiring multiple meetings, so that students plan out their readings schedule and who will do what for each Lit Circle meeting. These instruments may be behind the relevant Journal, or may be grouped together as labeled Appendices.
5. Summative reflection: 250-500 words. After you’ve completed putting together steps 1-4 of the portfolio, consider your learning(s) from the course readings, lectures, interactions with classmates, and videos. In what ways will research, theory, and strategy awareness help you build your own practice, going forward? No detailed references necessary. Please do use the first person (e.g. I, me, my, mine, we, our, us) liberally.

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**COURSE POLICIES**

**TECHNOLOGY**

**Internet; email; Blackboard**

Technology will serve as our main tool for communication. Important announcements and readings will be posted on Blackboard. UT-Tyler email and emails generated through Blackboard will be utilized as a communication tool, as well. This is a face-to-face/hybrid course – it is up to you to have reliable and continuous access to high speed internet. This class is formatted for computer use – that is, laptop or desktop and BlackBoard is built for its best functioning on a computer.

It is expected that you will check your UT-Tyler 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.

For any difficulties associated with technology, you may contact IT Support on their 24/7 student
Computer Literacy Requirement:
You are expected to use word processing for all assignments (unless otherwise instructed); that is, a document submitted in Plain Text is not acceptable, while Times New Roman in MS Word, is acceptable. 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 (see Style Guide in Course Documents). IT sells deeply discounted MS Suite software to students - take advantage of this!

When you post something to a Bb Discussion Forum, either write your message directly into the message pane, or pre-write in a Word document and then copy and paste your text into the message pane. IMPORTANT: you may also attach a document but do not expect myself or classmates to have to open your documents to read your post or your response.

For uploading assignments: PDF is the most stable of the formatting options; however MS Word will work for uploading assignments as well.

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.

Clear identification of work: Name, Date, Topic (in full).
All work must be neat, paginated, 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-Your responsibility:
You may discover that you need to work both on- and off-line. Some readings and some writing tasks are simply better learning experiences done using paper and pencil. To that end, it is important that you establish immediately regular and reliable access to printing and scanning 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. Or, you may need to find out where the nearest copy shop is to you and set aside money for that. Access to a scanner can be a lifesaver – as some assignments may require you to hand draw or write, and to scan in those documents as a required part of the assignment as a whole. I will not accept bits and pieces of assignments.

Instructor’s Rescheduling Activities for Class:
If, for some reason (especially illness or weather-related), I must cancel class I will make every effort to send an email using the Announcements feature on Bb to all students by 6AM.

Timeliness and Participation: REALLY IMPORTANT!
You are expected to keep up with assignments (readings, discussions, etc.), and to complete and turn them in according to timeline in the syllabus’ Activities Schedule and/or by the timeline on any
given assignment’s handout. To not do so WILL affect your grade. Assignments are due on the day on which they appear in the syllabus’s Activities Schedule.

As a professional preparation class, engagement in every session is critical for ongoing building of your knowledge. As a developing professional, you are expected to complete all assignments to the best of your ability and according to the timelines established. Moreover, you are to communicate with the instructor regarding any extenuating circumstances that may arise, in advance. Your timeliness and participation are factored into my assessment of your readiness and suitability for the teaching profession and are factored into your grades.

Absences and Tardies
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 (also a “Tardy”) 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.***

Students who must miss a number of classes due to extenuating circumstances should contact the Dean’s Office.

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

Turning in of Work and Late/Incomplete Work:
**Unless otherwise stated, all work will be completed and turned in on the day, and by the time it is due.**

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, assuming that it is “A” quality work; then, on day #4, it reverts to 50%; then, on day #6 the grade reverts to zero.

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, or write convincing rationales, and your learning will be impacted. You don’t know what you don’t know.
2. Do your homework for each class; including participating in Bb discussions and other discussions if they are part of a day’s assignments.
3. Keep your materials organized. Visit and re-visit your files, folders, binders, cases. All course materials require tending and reorganizing across a semester - -whether online or in a face to face environment.
4. Print out and read and re-read the syllabus. Print out and read and re-read assignment instruction handouts. Check items off as they are completed.
5. Make connections between readings; learn to think about ways strategies CAN be tweaked to serve YOUR students.
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 discussion settings as opportunities to do this. Also, the 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.

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.utttyler.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 Fall 2015, the Census Date is September 4th.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.utttyler.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 (September 4th) 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.

(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.

(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.

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

(I) **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:

1. the nature, purpose, timing, and amount of the communication;
2. the subject matter of the communication;
3. whether the communication was made openly or the educator attempted to conceal the communication;
4. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
5. whether the communication was sexually explicit; and
6. 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*

**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*

**Texas Educator Standards**

**Title 19: Chapter 149, Subchapter AA**

**Rule: 149.1001**

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards.

1) Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3—Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.
(4) Standard 4—Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
(ii) Teachers maximize instructional time, including managing transitions.
(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5—Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6—Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

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(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

**TENTATIVE COURSE SCHEDULE**

*Quizzes over chapters 10 points ~due weekly

* What is literacy? What is disciplinary literacy? 5+5=10 points, total
  Log & Reflection (5 points) ~due 8/31
  Bb Reflection & discussion; your literacy history in your disciplinary area (5 points)
  ~due 9/2

*Text Set 15 points ~due 10/12

*Reading Guide 5 points ~due 10/19

*Textbook Analysis 10 points ~due 10/26

*Demo Think Aloud in your discipline (your presentation) 10 points+5 points = 15 points, total
  Comments to peers following protocol: Happy Grams ~due
  (responses to others’ presentations) 5 points ~due

*Tool Talk (Exploring Technology) 7+3=10 points, total
  (Tool Talk, presentation) 7 points
  Responses to others’ Tool Talks) 3 points
  
  Participation in Discussions – 10 points ~ Weekly
  F2F & Blackboard/online discussions no matter what the mode
  (e.g. In-Class; Meet and Greet; Scribe; Bb discussions; and/or social media)

*Online learning log and small group discussion 15 points ~ Weekly (ten weeks; 10 points)

and Final Portfolio (5 points ~ due 12/2). (weekly articles; videos; vocabulary work; tie-ins to field work)

**TOPICAL OVERVIEW**

- What is disciplinary literacy?
- Literacy learning processes.
- Classroom diversity as an asset.
Consalvo_Fall 2015_EDFB4338.001 (80115) Literacy in the Content Areas

- 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.
- Assessment.
- English learners.
- Student attitudes and study skills.

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<tr>
<th># Class</th>
<th>Date</th>
<th>Tentative Schedule of Activities and Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>M or W</td>
<td>Monday 8/24</td>
<td>*Lecture: Overview of class Introduction</td>
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<tr>
<td>5:30-6:50pm</td>
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<td>Introduce Meet and Greet Due W 8/26 (buddy system)</td>
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<td>Introduce Literacy Log and Reflection Due Mon. 8/31</td>
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<td>Introduce Literacy History Reflection Due M 9/2</td>
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<td>Introduce Learning Log &gt; Articles &gt; Videos Due weekly.</td>
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<tr>
<td>Week #1</td>
<td>Wed. 8/26</td>
<td>* What is disciplinary literacy?</td>
</tr>
<tr>
<td>Class 1</td>
<td></td>
<td>DUE: McKenna &amp; Robinson: Chapter 1 “The Importance of Literacy in the Content Areas” (come having read the chapter – bring your book – be ready to discuss)</td>
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<tr>
<td>Week 1</td>
<td>Monday 8/31</td>
<td>* Lecture: Literacy Learning Processes</td>
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<tr>
<td>Class 2</td>
<td></td>
<td>Quiz over Chapter 1</td>
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<td>☞ DUE: Literacy Log and Reflection. Turn-in folder on Bb.</td>
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<tr>
<td>Week 2</td>
<td>Wed. 9/2</td>
<td>*Preparing Students to Learn</td>
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<tr>
<td>Class 4</td>
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<td>DUE: Chapter 2, “Literacy Processes”</td>
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<td>☞DUE: Bb Discussion – Your Disciplinary Literacy History Reflection and comments to at least two classmates.</td>
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<td></td>
<td>Sunday 9/6</td>
<td>Learning Journal #1 due in small online group</td>
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<td>11:59pm</td>
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</table>
| Week 3 NOTE> | Monday 9/7 | **HOLIDAY NO CLASSES**  
**Labor Day** |
|---|---|---|
| Week 3 Class 5 | Wed. 9/9 | *Building effective teaching and learning environments for all learners*  
❖ Quiz over Chapter 2  
**DUE:** Chapter 3, “Getting to Know Your Students, Your Materials, and Your Teaching”  
**DUE:** Comments to Learning Journal #1 - Group Members 11:59pm |
| Sunday 9/13  
11:59pm | **DUE:** Learning Journal #2 due in small online group |
| Week 4 Class 6 | Monday 9/14 | *Lecture: Classroom diversity as an asset; English Leaners*  
❖ Quiz over Chapter 3  
**DUE:** Chapter 4 “Diversity” |
| Week 4 Class 7 | Wed. 9/16 | Lecture: **Your Students, Your Materials, and Your Teaching**  
❖ Introduce Text Set Project Due 10/7  
❖ Quiz over Chapter 4  
**DUE:** Comments to Learning Journal #1 - Group Members 11:59pm 9/16 |
| Sunday 9/13  
11:59pm | **DUE:** Learning Journal #3 due in small online group |
| Week 5 Class 8 | Monday 9/21 | Lecture: **Thinking about Extension and Reinforcement of Content**  
**DUE:** Chapter 5, “Building Prior Knowledge” |
| Week 5 Class 9 | Wed. 9/23 | Lecture: **What does all this mean for our practice as teachers and educational/literacy leaders?**  
❖ Quiz over Chapter 5  
**DUE:** Comments to Learning Journal #2 - Group Members 11:59pm 9/23 |
| Sunday 9/27  
11:59pm | **DUE:** Learning Journal #3 due in small online group |
| Week 6 Class 10 | Monday 9/28 | Lecture: **Building Academic Vocabulary**  
**DUE:** Ch. 6 “Introducing Technical Vocabulary” |
| Week 6 Class 11 | Wed. 9/30 | Lecture: **Graphic Organizers & Concept Maps**  
❖ Quiz over Chapter 6  
**DUE:** Comments to Learning Journal #3 - Group Members 11:59pm 9/30 |
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<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Lecture/Assignment</th>
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<tbody>
<tr>
<td><strong>Week 7 Class 12</strong></td>
<td>Mon 10/5</td>
<td>Lecture: Setting Authentic Purposes; Reading Guides</td>
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<td>- Introduce Reading Guide (due on 6/18)</td>
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<td><strong>DUE:</strong> Chapter 7, “Making Reading Purposeful”</td>
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<td><strong>DUE:</strong> Chapter 8, “Reading Guides”</td>
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<tr>
<td><strong>Week 7 Class 13</strong></td>
<td>Wed. 10/7</td>
<td>Lecture: Building Academic Habits of Mind and of Practice</td>
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<td>- Quiz over Chapters 7 &amp; 8</td>
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<td><strong>DUE:</strong> Chapter 9, “Providing Time to Read: When, Where, and How?”</td>
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<td><strong>DUE:</strong> Comments to Learning Journal #4 - Group Members 11:59pm 10/7</td>
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<tr>
<td><strong>Week 7 Class 13</strong></td>
<td>Sun 10/11</td>
<td><strong>DUE:</strong> Learning Journal #5 due in small online group</td>
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<tr>
<td><strong>Week 8 Class 14</strong></td>
<td>Mon. 10/12</td>
<td>☀️<strong>DUE:</strong> Text Set Project</td>
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<td><em>Columbus Day – not a holiday.</em></td>
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<tr>
<td><strong>Week 8 Class 15</strong></td>
<td>Wed. 10/14</td>
<td>Lecture: Writing as thinking; Talking as Drafting.</td>
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<td><strong>HANDOUT:</strong> Alvermann Chapter 10 for 10/21 class</td>
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<td>- Introduce Textbook Analysis (due on 10/26)</td>
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<td>- Quiz over Chapter 9</td>
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<td><strong>DUE:</strong> Comments to Learning Journal #5 - Group Members 11:59pm 10/14</td>
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<tr>
<td><strong>Week 8 Class 15</strong></td>
<td>Sun 10/13</td>
<td><strong>DUE:</strong> Learning Journal #6 due in small online group</td>
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<td><strong>Week 9 Class 16</strong></td>
<td>Mon. 10/19</td>
<td>Lecture: Assessment</td>
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<td><strong>DUE:</strong> Chapter 10, “Effective Questioning”</td>
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<td>☀️<strong>DUE:</strong> Reading Guide</td>
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<td><strong>Week 9 Class 17</strong></td>
<td>Wed. 10/21</td>
<td>Lecture: Writing across the Content Areas</td>
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<td>- Quiz over Chapter 10</td>
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<td><strong>DUE:</strong> Visually SCAN and highlight for useful assignment ideas: Alvermann et</td>
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<td>Date</td>
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<td>Time</td>
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<tr>
<td>Week 10</td>
<td>Class 18</td>
<td>Mon. 10/26</td>
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<td>Sun. 10/20</td>
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<td>Week 11</td>
<td>Class 20</td>
<td>Mon. 11/2</td>
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<td>Sun. 10/27</td>
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<tr>
<td>Week 12</td>
<td>Class 22</td>
<td>Mon. 11/9</td>
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<td>Wed. 11/11</td>
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<td>Sun. 11/10</td>
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<tr>
<td>Week 13</td>
<td>Class 23</td>
<td>Mon. 11/16</td>
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(Due: all comments to classmates’ Think-Alouds)

Class meets: Last face-to-face class of semester.  
*NOTE: I am attending and presenting at National Council of Teachers of English Annual Conference Nov. 19 – 23.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Class</th>
<th>Date</th>
<th>Lecture</th>
<th>DUE: Tool Talk Due</th>
<th>DUE: Comments to Learning Journal #10 - Group Members 11:59pm 11/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>26</td>
<td>Wed. 11/18</td>
<td>Online class Lecture: Visual Literacy Across the Disciplines</td>
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<td>Week</td>
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<td>DUE: Tool Talk Due</td>
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<tr>
<td>14</td>
<td>27</td>
<td>Monday 11/30</td>
<td>Online class Lecture: Critical Literacy</td>
<td>(Due: all comments to classmates’ Tool Talks)</td>
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<td>DUE: Read articles: all Berhman, plus one more of your choice in Critical Literacy Articles folder</td>
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<tr>
<td>Week</td>
<td>14</td>
<td>28</td>
<td>Online class Lecture: New Literacies</td>
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<td></td>
<td>Class</td>
<td>Wed. 12/2</td>
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<td><em>DUE: Final Learning Journal Portfolio</em></td>
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Our last scheduled class of Fall 2015 Semester.  
*NOTE: I am attending and presenting at Literacy Research Association Annual Conference Dec. 1-5.*

| NOTE> |       |       | Study Day – Monday 12/7                                               |                    |                                                                     |
| NOTE> |       |       | FINAL EXAM TBD                                                        |                    |                                                                     |
| NOTE> |       |       | Finals Week – Tuesday 12/8-Friday 12/11                                |                    |                                                                     |