Summer 1: 2015
(Term dates: June 1-July 3, 2015)
School of Education
THE University of Texas at Tyler

EDUC5306.060: Special Topics in Education
Literacy in the Content Areas (Grades 5-12)

Online
3 Credits – LEC (50036)

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A. Instructor Information
Name: Annamary L. Consalvo, Ph.D., Assistant Professor, Literacy
Email: aconsalvo@uttyler
Office Address: BEP 212D; School of Education, 3900 University Blvd. Tyler, TX 75799
Office Phone: (903) 565-5576
Office Hours: Physical Office—by appointment
Virtual Office—by Zoom:
Open office hours: Mondays – June 8, 15, 22, 29; 4p-5p
Wednesdays – June 3, 10, 17, 24, July 1: 8a-9a
Go to Zoom.us Click on Join a Meeting – Enter Meeting ID 242-669-0795

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

C. Knowledge Base(s)
This graduate 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 a 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.


<table>
<thead>
<tr>
<th>#</th>
<th>Learning Outcome: The student will…</th>
<th>InTASC</th>
<th>IRA</th>
<th>Assessment</th>
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</thead>
<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>
</tr>
<tr>
<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; Blog learning log</td>
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<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>Tool talk; Think Aloud demo</td>
</tr>
<tr>
<td>4</td>
<td>Differentiate instruction for diverse student populations</td>
<td>1, 2, 4, 6, 7, 8</td>
<td>4, 5</td>
<td>Text set; Reading guide; Think</td>
</tr>
</tbody>
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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

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

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

Note: (A) Bolded and underlined numerals are what add up to 100; (B) Course grade is calculated on total percentage of overall grade.

* Quizzes over chapters **10 points**
  * What is literacy? What is disciplinary literacy? **5+5=10 points, total**
  * Log (5 points)
    * Bb Reflection & discussion; your literacy history in your disciplinary area (5 points)
* Text Set **15 points**
* Reading Guide **10 points**
* Textbook Analysis **10 points**
* Demo Think Aloud in your discipline (your presentation) 10 points+5 points = **15 points, total**
  * Comments to peers following a response protocol
    * (responses to others’ presentations) 5 points
* Tool Talk (Exploring Technology) **7+3=10 points, total**
  * (Tool Talk, presentation) 7 points
  * Responses to others’ Tool Talks) 3 points
* Blackboard/online discussions no matter what the mode **10 points**
  * (e.g. Bb; Twitter, Facebook, Wiki, etc.).
* Blog – online learning log **10 points**
### Performance standards

<table>
<thead>
<tr>
<th>Points</th>
<th>Percent</th>
<th>Grade</th>
<th>Standard</th>
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</thead>
<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>
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<tr>
<td>75-83</td>
<td>75%</td>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>66=74</td>
<td>66%</td>
<td>D</td>
<td>Below Average</td>
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<tr>
<td>00-65</td>
<td>65% or below = “F”</td>
<td>F</td>
<td>Mediocre</td>
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### 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:**


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?s=books&ie=UTF8&qid=1407436374&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?s=books&ie=UTF8&qid=1407436374&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.*
Professional journals include (but not limited to) the following:

| Journal of Adolescent & Adult Literacy | Science Scope |
| The Reading Teacher | The Science Teacher |
| Reading & Writing Quarterly | Journal of Science Teacher Education |
| Intervention in School and Clinic | Journal of American History |
| Reading Improvement | OAH Magazine of History |
| Mathematics Teacher | Educational Leadership |
| Mathematics Teaching in the Middle School | Library Media Connection |
| Middle School Journal | |

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/
➢ Style and Citation Guides available through UT-Tyler http://libguides.uttyler.edu/citations

University of Texas at Tyler, Post-Baccalaureate Handbook http://www.uttyler.edu/education/graduate/handbook.php

<table>
<thead>
<tr>
<th>Secondary Specializations at UTT</th>
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<tbody>
<tr>
<td>• Chemistry (Grades 7-12)</td>
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<tr>
<td>• Computer Science (Grades 7-12)</td>
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<tr>
<td>• English Language Arts and Reading (Grades 7-12)</td>
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<tr>
<td>• History (Grades 7-12)</td>
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<tr>
<td>• Journalism (Grades 7-12)</td>
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<tr>
<td>• Life Sciences (Grades 7-12)</td>
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<tr>
<td>• Mathematics (Grades 7-12)</td>
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<tr>
<td>• Physical Science (Grades 7-12)</td>
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<tr>
<td>• Social Studies (Grades 7-12)</td>
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<tr>
<td>• Speech (Grades 7-12)</td>
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<tr>
<td>• And Music, Physical Education, and Art Education (all grades).</td>
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INSTRUCTIONAL STRATEGIES:

X Lecture/Presentation
X Discussion/Questioning
X Laboratory
X Problem Finding/Solving
X Discovery
X Interviewing
X Collaborative Learning Groups
X Reflective Response
X Creating Visual Illustrations of Concepts

X Data Collection and Analysis
X Pre-Practicum
X Role Playing/Simulation
X Independent Learning
X Field Trip
X Computer Application
X Viewing and/or Listening
X Followed by Discussion
X Modeling Strategies by 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. Since we have 5 weeks and 10 chapters, you may expect two a week. Research shows that quizzes help to reinforce learning\(^1\). Each quiz is worth 1.0 point (1/1=100%).

**Creating a Working Definition of Literacy (10/10=100%)**

**Literacy Log** (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.

**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 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 student success with the text.

**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.

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\(^1\) Benefits of testing memory: Best practices and boundary conditions.
READING GUIDE (10 points 10/10=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?).

DEMO THINK ALOUD 15 total points (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 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 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. Five minutes of thinking aloud. Peer comments to follow.

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.

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 such 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.

BLOG: Online Learning Log (10 points 10/10=100%)
You will keep a weekly blog into which post some of what you are learning. Using a platform like blogger.com you will post in it at least once a week. In addition, you will visit classmates’ blogs and leave comments and thoughts for them, as well. Blogger.com affords the writer many templates and opportunities for uploading photos, feeds, videos, links and more. You will add me to your settings with the ability to edit; and you will limit the viewing ability to those within the class, only. You will use the blog to reflect on supplemental course materials such as articles on disciplinary literacy written by experts in various areas, and videos on topics such as literature circles, vocabulary, and teaching adolescents to manage texts, by such literacy experts as Cris Tovani and Catherine Snow.
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 an online 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.

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 webpage, http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8645
Or by phone, 888.892.9068 or by email blackboard@uttyler.edu.

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).

When you post something to a Bb Discussion Forum, copy and paste your text into the message pane; 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.

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:
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!**
Since this class meets online, 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.

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.

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.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 Summer I, 2015, the Census Date is June 22nd.) 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 (June 22nd) 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.

(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:
   (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*

**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*
UNIVERSITY POLICIES THAT MUST APPEAR IN EACH COURSE SYLLABUS

The following University policies must appear on each course syllabus or be provided as an informational sheet (web-links to these policies may be used in the print or electronic syllabus)
http://www.uttysler.edu/academicaffairs/syllabuspolicies.pdf

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.uttysler.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. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttysler.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 is the deadline for many forms and enrollment actions that students need to be aware of. 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.

Rev. 10/2013
TENTATIVE COURSE SCHEDULE

*Quizzes over chapters **10 points**
* What is literacy? What is disciplinary literacy? **5+5=10 points, total**
  Log (5 points) ~due Tues 6/2
  Bb Reflection & discussion; your literacy history in your disciplinary area (5 points)
  ~due Th 6/4
*Text Set **15 points** ~due Th 6/11
*Reading Guide **10 points** ~due Th 6/18
*Textbook Analysis **10 points** ~due Th 6/25
*Demo Think Aloud in your discipline (your presentation) **10 points+5 points = 15 points, total**
  Comments to peers following protocol: Happy Grams ~due Tues. 6/30
  (responses to others’ presentations) 5 points  ~due Thurs. 7/1
*Tool Talk (Exploring Technology) **7+3=10 points, total**
  (Tool Talk, presentation) 7 points
  Responses to others’ Tool Talks) 3 points
*Blackboard/online discussions no matter what the mode **10 points**
  (e.g. Bb; Twitter, Facebook, Wiki, etc.).
*Blog – online learning log **10 points**

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<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<td><strong>June 1</strong></td>
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<tr>
<td>Day 1</td>
<td>Log</td>
<td><strong>ofc 8-9am</strong></td>
<td>Literacy Hx Refl Bb</td>
<td>Blog: Learning Log</td>
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<td>Quiz Ch. 1 &amp; 2</td>
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<td>Quiz Ch. 3, 4 &amp; 5</td>
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<td>Meet and Greet Bb</td>
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<td>Text Set</td>
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<td>Quiz Chs. 6 &amp; 7 Reading Guide</td>
<td>Blog: Learning Log</td>
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<td>Tool Talk</td>
<td><strong>ofc 8-9am</strong></td>
<td>Quiz Ch. 10 &amp; 11 Textbook Analysis</td>
<td>Blog: Learning Log</td>
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<td><strong>ofc 4-5pm</strong></td>
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<td>All comments to Tool Talks</td>
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<td><strong>July 1</strong></td>
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<td>Quiz Ch. 12</td>
<td>Think-Aloud</td>
<td><strong>ofc 8-9am</strong></td>
<td>Discussion over talk &amp; writing Bb</td>
<td><strong>UTT S1</strong></td>
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<td><strong>ofc 4-5pm</strong></td>
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<td>All comments to Think-Alouds</td>
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<td>Finals Day</td>
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<td><strong>ofc 8-9am</strong></td>
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<td>Blog: Learning Log Complete</td>
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TOPOCAL 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.
o Writing as thinking: writing within disciplinary areas.

o Assessment.

o English learners.

o Student attitudes and study skills.

<table>
<thead>
<tr>
<th># Class</th>
<th>Date</th>
<th>Tentative Schedule of Activities and Assignments Due</th>
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<tbody>
<tr>
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<td>Important: The instructor reserves the right to change/adjust any assignments and/or due dates in the best interest of the class. Ample notice (three day minimum) will be given to students for any such changes.</td>
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<tr>
<td>MODULE FOLDERS WILL BE ON BLACKBOARD; they will contain the most updated versions of the activities including links to videos, etc.).</td>
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</table>
| Week #1 of 5 Module 1.1 | Monday June 1 | *Lecture: Overview of class & What is disciplinary literacy? (in Module 1.1 folder)  
- Introduce Meet and Greet Due 6/3  
- Introduce Literacy History Reflection (instructions posted in Module 1.1 folder) Due 6/4.  
- Introduce Text Set Project Due 6/11.  
- Introduce Blog/Learning Log > Articles > Videos Due weekly.  

★ DUE: Tuesday June 2, at 11:59pm: *Literacy Log and Reflection* (sent out prior to start of term). Turn-in folder on Bb.  

| Week 1 of 5 Module 1.2 | Th June 4 By 11:59pm | *Lecture: Literacy Learning Processes & Preparing Students to Learn  
DUE: McKenna & Robinson: Chapter 1 “The Importance of Literacy in the Content Areas”  
DUE: McKenna/Robinson: Chapter 2, “Literacy Processes”  

★DUE: Bb Discussion – Your *Disciplinary Literacy History Reflection* and comments to at least two classmates. |
| Week 2 of 5 Module 2.1 | Monday June 8 By 11:59pm | *Lecture: Classroom diversity as an asset; English Learners & Building effective teaching and learning environments for all learners  
- Introduce Tool Talk (due 6/23-24)  
- Introduce Think Aloud (due 6/30-7/1)  

Quiz over Chapters 1 & 2  

DUE: Chapter 3, “Getting to Know Your Students, Your Materials, and Your Teaching”  
DUE: Chapter 4 “Diversity”  
DUE: Chapter 5, “Building Prior Knowledge” |
| Week 2 | Th |
| Module 2.2 | June 11 | Lecture: Setting Authentic Purposes: Reading Guides  
  ➢ Introduce Reading Guide (due on 6/18)  
  ♦ Quiz over Chapters 3; 4; 5.  
  **DUE:** Ch. 6 “Introducing Technical Vocabulary”  
  **DUE:** Chapter 7, “Making Reading Purposeful”  
  **DUE:** Chapter 8, “Reading Guides” |
|---|---|---|
| Module 3.1 | Monday June 15  
 By 11:59pm | Lecture: Building Academic Vocabulary & Graphic Organizers  
 ✎**DUE:** Text Set Project |
| Module 3.2 | Thurs June 18  
 By 11:59pm | Lecture: Your Students, Your Materials, and Your Teaching & Web 2.0/3.0  
 ➢ Introduce Textbook Analysis (due on 6/25)  
  ♦ Quiz over Chapter 6 & 7  
  **DUE:** Chapter 9, “Providing Time to Read: When, Where, and How?”  
  **DUE:** Chapter 10, “Effective Questioning”  
  ✎**DUE:** Reading Guide |
| Module 4.1 | Monday June 22  
 By 11:59pm | Lecture: Thinking about Extension and Reinforcement of Content & Concept Maps  
  **DUE:** Chapter 11, “Reinforcing and Extending Content Literacy”  
  ✎**DUE:** Tuesday, June 23 Tool Talk;  
  ✎by Wed. June 24 – all comments posted. |
| Module 4.2 | Thursday June 25  
 By 11:59pm | Lecture: Assessment & Building Academic Habits of Mind and of Practice  
  ♦ Quiz over Chapters 10 & 11  
  ✎**DUE:** Textbook Analysis  
  **DUE:** Chapter 12, “Study Skills”  
  **DUE:** Chapter 13, “Student Attitudes” |
| Week 5 | | Lecture: Writing as thinking; Talking as Drafting. |
| Week 5 of 5 Module 5.2 | Thursday July 2 | Lecture: What does all this mean for our practice as teachers and educational/literacy leaders?  
DUE: Bb Discussion over three readings: Alvermann chapter writing ideas and one article of your choice in each of the two categories:  
1) Reflective: discussion  
2) Reflective: Writing and Writing to Learn |
| --- | --- | --- |
| Friday July 3 | UT-Tyler Summer 1 Final Exam Day  
DUE: Blog: Learning Log Complete |