

University of North Texas at Dallas
Spring 2015
SYLLABUS

EDEE 4060 Secondary Content Area Reading 3Hrs

Department of	Teacher Educ & Admin	Division of	Education and Human Services
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Classroom Location:	Online		
Class Meeting Days & Times:	Online		
Course Catalog Description:	This course is designed to help prospective secondary teachers in all content areas increase and enhance students' learning, especially from printed materials. It is also designed to help secondary teachers recognize and compensate for the variety of ability levels in the classroom. The course provides a brief overview of the reading process, metacognition relevant to learning, and schema theory. The major emphasis will be on practical application of the course content to the classroom setting. Because of the link between reading and writing, attention will also be given to using writing in the various content areas to promote thinking and learning. Prerequisite: Admission to TED or consent of the department and instructor.		
Prerequisites:	Admission to TED		
Co-requisites:			
Required Text:	Douglas Fisher & Nancy Frey. (2014). <i>Improving Adolescent Literacy: Content Area Strategies at Work</i> . Second Edition. New York, NH: Pearson.		
Required Materials:	Ladson Billings' <i>The Dreamkeepers</i> (Copies of book provided by Professor Moss) TEKS for your content area. Access from Internet.		
	TK20 COURSE REQUIREMENTS This course requires an assignment that will be uploaded and graded in the UNT TK20 Assessment System. All students in this course must purchase access to TK20. Please go to the following link for directions on how to purchase TK20. Announcements regarding training on use of the TK20 system will also be posted on this website. http://www.coe.unt.edu/tk20		
Recommended Text and References:	Rethinking Schools Journal		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com		
Course Goals or Overview:	Upon completion of this course preservice teachers should be able to		
	<ol style="list-style-type: none"> 1. Understand how students develop knowledge and skills, and choose the appropriate instructional strategies to be effective with learners. (INTASC 1, 4,7,8) (TExES PPR 1.3A,F,G) (TEKS for grade level and content) 2. Appreciate all aspects of human diversity and understanding how they impact the classroom environment in terms of social climate and learning. (INTASC 2,3, 5) (TExES PPR 3.7A,B) (TEKS for grade level and content) 3. Plan lessons and activities that foster understanding, reflection and independent learning. (INTASC 1, 2, 3, 4, 5, 6, 		

- 7,8) (TExES PPR) (TEKS for grade level and content)
4. Use a variety of instructional strategies and classroom activities to facilitate and monitor learning, problem solving and independent thinking. (INTASC 4, 7, 8) (TExES PPR 3.7 A) (TEKS for grade level and content)
 5. Use instructional resources and materials, including human and technological, to foster independent and group learning. (INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9) (TExES PPR I.3A,F,G; III.7A,B) (TEKS for grade level and content)
 6. Read current literature concerning dyslexia, complete an annotated text structure, and present to the class. (INTASC 1, 2, 3, 5, 7, 8, 9) (TExES PPR 3 AFG)
 7. Design 5 modifications to a lesson plan for English Language Learners. (INTASC 3, 7, 9) (TExES PPR 7 AB)

TExES PPR Competencies

Standard I: Domain I: Competency 001-004 Domain III: Competency 007-010: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Competency 3 (A) (F) (G): The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Standard III: Domain III: Competency 007-010: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, and high-quality feedback.

Competency 7 (A) (B): The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

INTASC Standards

The Learner and learning – Portfolio Section 1 – Classroom Management

Standard #1: Learner Development.

Standard #2: Learning Differences.

Standard #3: Learning Environments.

Content Knowledge – Portfolio Section 2 – Reading/Language Arts

Standard #4: Content Knowledge.

Standard #5: Application of Content.

Instructional Practice – Portfolio Section 3 – Science

Standard #6: Assessment.

Standard #7: Planning for Instruction.

Standard #8: Instructional Strategies.

Professional Responsibility – Portfolio Section 4 - Math

Standard #9: Professional Learning and Ethical Practice.

Standard #10: Leadership and Collaboration.

Instructional Strategies

Critical reading and responding

Written reflective-reflexive responses to educational literature

Student presentations of lessons

Peer reviewing and responding

Collaborative learning

Critical dialogue on Discussion Board

Teacher educator demonstrations (videos)

E-mail communication between teacher educator and pre-service teachers, and among pre-service teachers

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor through email.

<p>1/20/15 -1/25/15 Module 1 – Ensuring All Students Read, Write, and Think In this module preservice teaching candidates will have the opportunity to read, write, and think; participate as co-learners and teachers; develop comprehension skills; and communicate through Blackboard tools. Read Chapters 1 in <i>Improving Adolescent Literacy: Content Area Strategies at Work</i>, Fisher and Frey Post to Blackboard Discussion: How can you use Think-Pair-Share, Learning Stations, and Jigsaw in the content area and grade level that you plan to teach? Respond to at least 2 peers. (5 points)</p>
<p>1/26/15 – 2/1/15 Module 2 – Reflective Thinking Read “Defining reflection: Another look at John Dewey and reflective thinking” and type a reflective-reflexive response. It should be Times Roman, 12 font, and at least 1 ½ pages single-spaced. The more you reflect and write, the more your critical thinking skills will develop. Format for reflective-reflexive response follows: <u>Article reference in APA style</u> Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. <i>Teachers College Record</i>, 104(4), 842-866. <u>Summary of salient points</u> <u>Reflection</u> – Key quotes and your reflections on those quotes, critical thoughts <u>Reflexions</u> – experiential connections to the reading <u>Imagination</u> – thoughts about how you might use something from the reading in your teaching practice <u>Creative</u> – poem, drawing, readers theatre, letter, diagram, etc., anything goes response Upload reflective-reflexive response to Discussion Board as a new post and respond to at least 2 peers’ posts. (5 points)</p>
<p>2/2/15 – 2/8/15 Module 3 – Anticipatory Activities Read Chapter 2, <i>Setting the Stage: Building Background Through Anticipatory Activities</i> View video <i>More than Anything Else</i> in preparation for writing your personal content literacy autobiography. Submit to Blackboard. Notice how the instructor engages students in making a list in their Writer’s Notebook as an anticipatory activity. She also uses a picture book, which can be viewed as another anticipatory activity in preparation for the students writing their own literacy autobiographies. Write your personal content literacy autobiography. Final product requirement is 3 pages (Times Roman, 12-font, one inch margins, double-spaced). Include critical incidents that impacted your decision to become a content literacy teacher. These can be positive and negative incidents. Include people who were instrumental in your content literacy development. Again, this can be positive and negative. Tell your narrative story of who you are in your content literacy development and how you got to where you are. Critically reflect on your significant incidents and describe how these incidents are influencing your perspective on engaging students in content literacy. What will you do in your teaching as a result of these incidents? (5 points) Pick a high school course or middle school grade level. Look at the TEKS. Choose one or more TEKS and plan a lesson with an anticipatory activity to introduce the concept. Complete all of the components of planning a lesson. Post on Blackboard and Respond to peers’ postings. (5 point)</p>
<p>2/8/2015 – 2/15/2015 Module 4 Read Aloud Complete the before reading part of the Anticipatory Guide for “The Textbook-Driven Curriculum” article. Read Ornstein, A. C. (1994). The textbook-driven curriculum. <i>Peabody Journal of Education</i>, 69(3), 70-85. Complete the after reading part of the anticipatory guide. Think about your disposition toward becoming a content area reading teacher and write a personal critical response to the article, “The textbook-driven curriculum.” Take a stance about how you view your role as a teacher. Be specific. Post to assignment link in Blackboard. (5 pts.) Read Chapter 4, <i>Well Read: Promoting Comprehension Through Read Alouds and Shared Readings</i>. Think about how the read aloud, <i>More than Anything Else</i>, prepared you for your literacy autobiography. How did the read aloud contribute to your thinking about literacy development? Make a list of 10 texts you could use as read alouds to engage students in learning in your content area. Five must be picture books. Give the Name of the book and author. Briefly tell how you might use the text for a read aloud. (5pts.)</p>
<p>2/16/2015 – 2/22/2015 Module 5 – Critical Literacy and Reading the World Read Brault, “Dewey, Freire, and a pedagogy for the oppressor” (p. 56-60) and reflected on your position toward the poor and people you perceived to be in a lower class than yourself. Write about what you learned from reflecting on this article about your perspective (biases) and your position in society. Discuss what you perceive to be your role as a classroom teacher in contributing to a culturally diverse Democratic nation. Post your analysis to the assignment link in Blackboard. (5 pts.) Read Chapter 3, <i>Word For Word: Vocabulary Development Across the Curriculum</i>. Create a lesson plan with a vocabulary</p>

activity to introduce new vocabulary in your content area. Post to assignment link in Blackboard. (5 pts.)
2/23/2015 – 3/1/2015 Module 6 – Collaborative Learning Read Wood, K. D., McCormack, R. L., Lapp, D., & Flood, J. (1997). Improving young adolescent literacy through collaborative learning. <i>Middle School Journal</i> , 28(3), 26-34 and chapter 2, Conversations: Structures that Support Adolescent Literacy Development, in <i>Improving Adolescent Literacy: Content Area Strategies at Work</i> . Design a lesson plan with a collaborative learning activity to engage students in literacy development aligned with one or more TEKS. At the end of the lesson plan, type a reflective analysis to make it clear how you are going to carry out the collaborative learning steps discussed in the article. Post to assignment link in Blackboard. (5pts.)
3/2/15 – 3/8/15 Module 7 Social Consciousness Stop by the instructor’s office and borrow a copy of <i>The Dreamkeepers</i> . Read and process one chapter from Ladson Billings’ <i>The Dreamkeepers</i> to become aware of beliefs about and dispositions towards African Americans, and to think about the role cultural awareness plays in successful teaching. Write a reflective-reflexive response. (5pts.) Design one lesson plan with a learning activity that engages students in learning content and becoming conscious of social inequity. Post to assignment link in Blackboard (5pts.)
3/9/15 – 3/15/15 Module 8 Questioning Strategies Read Chapter 5, Why Ask? Questioning Strategies in the classroom. Design a lesson with questioning strategies for your content that you are planning to teach. Use questions from all levels of Bloom’s Taxonomy. (5pts.) Inquire into the issue of assessment. Read “Formative Assessment: What Do Teachers Need to Know and do?” by Margaret Heritage and Chapter 10 in your textbook. Examine the assessment strategies used in your lesson plans to determine if they followed a Factory Model or if they planned to engage students in reflective inquiry. Type analysis, making connections between the readings and what they see in your plans. If necessary, revise your plans for assessment so they will be based on reflective inquiry. Explain how it is based on reflective inquiry. Post lesson to assignment link in Blackboard. (5pts.)
3/23/15 – 3/29/15 Module 9 Graphic Organizers Review Graphic Organizers in the Classroom, chapter 6, to explore the use graphic organizers in pre-reading and during reading activities. Design a lesson plan in which you use at least one graphic organizer to engage your students to learn in the content area you plan to teach. Post to the assignment link in Blackboard. (5pts.)
3/30/15 – 4/5/15 Module 10 Writing to Learn Read Chapter 7, Getting It Down: Making and Taking Notes Across the Curriculum and Chapter 8, Writing to Learn Across the Curriculum. Design a lesson plan that requires your students to use writing to learn. (5pts.)
4/6/15 – 4/12/15 Module 11 Text Structures and Dyslexia In Library: Find a peer-reviewed article on dyslexia and the content you are planning to teach. Complete the Textures Guide. Using the Text Structures guide, read the article you found and type responses on the guide. Post to assignment link in Blackboard. (5pts.)
4/13/15 – 4/19/15 Module 12 English Language Learners (ELPS) Complete TK20 assignment. Take one lesson plan that you have created and design 5 modifications for English Language learners. Post to assignment link in Blackboard. After receiving feedback and revising if necessary, upload to TK20. (5pts.)
4/20/15 – 5/3/15 Module 13 Planning a Unit of Study. Brainstorm ideas and outline a unit plan for literacy development in the content area. Present your ideas and plans to peers and receive feedback. Meet with the instructor to discuss your plans. (5 points)
5/4/15 – 5/14/15 Face to Face Module 14 Conferencing Schedule a time to meet with the instructor with your final draft. After finalizing plan, post unit plan to assignment link in Blackboard by, 2015. (10pts.)

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Performance-Based Assessments

Unit of study and lesson plans

Dialogue Participation

Analysis-Based Assessments

Literacy Autobiography

Reflective-Reflexive Reading Responses

Literature List

Critical Self-Reflective Analysis Response to texts

Grading Matrix:

Instrument	Total	SLO
Think, Pair, Share	5	1
Post & Response: Reflective-Reflexive Reading Response to Dewey	5	1
Content Literacy Autobiography	5	1
Lesson Plan with Anticipatory Activity; Peer response	5	1,2,3,5,6,7
Post Personal Critical Response to Ornstein Article	5	1
Read Alouds List	5	1,2,3,5,6,7
Post Analysis of Brault Article	5	4
Lesson Plan with Vocabulary activity plan	5	1,2,3,5,6,7
Reflective-Reflexive response to Ladson-Billings	5	4
Lesson Plan with a Collaborative Learning Activity	5	1,2,3,5,6,7
Lesson Plan with Learning activity for social justice	5	1,2,3,5,6,7
Lesson Plan with Questioning Strategies	5	1,2,3,5,6,7
Lesson Plan with Formative Assessment	5	1,2,3,5,6,7
Graphic Organizers	5	1,2,3,5,6,7
Writing in the Content Area	5	1,2,3,5,6,7
Text Structures, peer-reviewed article - Dyslexia	5	8
TK 20 Assignment - ELPS	5	9
Draft of unit of study and Conference with Instructor	5	2
Final Unit of Study	10	1,2,3,5,6,7
Total:	100	
Not completing an assignment results in failure to receive credit for the course.		

Base Grade Determination:

A = 90 – 100%

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

Critical Grade Considerations:

Students must complete all assignment to receive a passing grade. If any assignment is not completed, the student will automatically receive an F. Not completing work is unacceptable for pre-service teachers.

University Policies and Procedures**Students with Disabilities (ADA Compliance):**

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy: All assignments must be completed to pass the course.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at <http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic%20Integrity.pdf> for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.

Optional Policies:

- Use of WebCT/Blackboard – I use email.
- Use of Cell Phones & other Electronic Gadgets in the Classroom – To be determined by the class.
- Food & Drink in the Classroom – Okay with me. Do not make a mess. Leave the room clean.
- Use of Laptops – Feel free to bring them to class and use them.
- Grade of Incomplete, “I” – Incompletes are for medical emergency.