

**University of North Texas at Dallas**  
**Fall 2014**  
**SYLLABUS**

**EDEE 4060 Secondary Content Area Reading 3Hrs**

<b>Department of</b>	<b>Teacher Educ &amp; Admin</b>	<b>Division of</b>	<b>Education and Human Services</b>
<b>Instructor Name:</b>	Glenda Moss		
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<b>Email Address:</b>	Glenda.Moss@unt.edu		
<b>Office Hours:</b>	By appointment.		
<b>Virtual Office Hours:</b>	Email anytime.		
<b>Classroom Location:</b>	Online		
<b>Class Meeting Days &amp; Times:</b>	Online		
<b>Course Catalog Description:</b>	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: EDSE 3800 or consent of the department and instructor.		
<b>Prerequisites:</b>	Admission to TED		
<b>Co-requisites:</b>			
<b>Required Text:</b>	Douglas Fisher & Nancy Frey. (2014). <i>Improving Adolescent Literacy: Content Area Strategies at Work</i> . Second Edition. New York, NH: Pearson.		
<b>Required Materials:</b>	Ladson Billings' <i>The Dreamkeepers</i> (Copies of book provided by Professor Moss)  TEKS for your content area. Access from Internet.		
	<b>TK20 COURSE REQUIREMENTS</b> 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. <a href="http://www.coe.unt.edu/tk20">http://www.coe.unt.edu/tk20</a>		
<b>Recommended Text and References:</b>	Rethinking Schools Journal		
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a>  UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a>		
<b>Course Goals or Overview:</b>	Upon completion of this course preservice teachers should be able to		
	<ol style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>3. Plan lessons and activities that foster understanding, reflection and independent learning. (INTASC 1, 2, 3, 4, 5, 6,</li> </ol>		

- 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.

### 8/25/14 – 8/31/14 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** “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:

Article reference in APA style

Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers College Record*, 104(4), 842-866.

Summary of salient points

Reflection - Key quotes and your reflections on those quotes, critical thoughts

Reflexions – experiential connections to the reading

Imagination – thoughts about how you might use something from the reading in your teaching practice

Creative – poem, drawing, readers theatre, letter, diagram, etc., anything goes response

**Upload** reflective-reflexive response to **Discussion Board** as a new post. **(2 points)**

**Respond** to peers’ posts. **(1 point)**

**Read** Chapter 1, p. 1-13 and 16-17.

**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? Each participant responds one time. **(2 points)**

### 9/1/14 – 9/7/14 Module 2 – Anticipatory Activities

**Read** Chapter 2, Anticipatory Activities pp. 19-24 plus the pages that pertain to your content area.

**View** video More than Anything Else 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.

**(4 points)** Respond to peers’ postings. **(1 point)**

### 9/8/2014 – 9/14/2014 Module 3 Read Alouds

**Complete the before reading** part of the Anticipatory Guide for “The Textbook-Driven Curriculum” article.

**Read** Ornstein, A. C. (1994). The textbook-driven curriculum. *Peabody Journal of Education*, 69(3), 70-85.

**Complete the after reading** part of the anticipatory guide. **Completion Required for course credit.**

**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.)**

**Watch at least one of the following demonstration lessons, notice the use of a Read Aloud, and examine the lesson plan.**

**Math + Words = Power.** Math lesson plan.

**Judicious Discipline.** Social Studies lesson plan.

**Martin’s Big Words.** High school American History lesson.

**Read** Chapter 4, **Read Alouds**, pp. 57-65 plus the section connected to your content area. Think about how the read aloud, *More than Anything Else*, prepared you for your literacy autobiography. How did the read aloud contribute to your thinking about literacy development? **Post your response to assignment link in Blackboard. Completion required for course credit.**

**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. **Type the list in APA style and post to the class Wiki in Blackboard. (5pts.)**

<p><b>9/15/2014 – 9/21/2014 Module 4 – Critical Literacy and Reading the World</b></p> <p><b>Read Brault</b>, “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. <b>Post your analysis to the assignment link in Blackboard. (5 pts.)</b></p> <p><b>Read</b> Chapter 3, pp. 37-43, Vocabulary Acquisition and Instruction plus pages specific to your content area.</p> <p><b>Create</b> a lesson plan with a vocabulary activity to introduce new vocabulary in your content area. Post to assignment link in Blackboard. <b>(5 pts.)</b></p>
<p><b>9/22/2014 – 9/28/2014 Module 5 – Collaborative Learning</b></p> <p><b>Read</b> Wood, K. D., McCormack, R. L., Lapp, D., &amp; 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, page 8-13, in <i>Improving Adolescent Literacy: Content Area Strategies at Work</i>.</p> <p><b>Design</b> 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. <b>Post to assignment link in Blackboard. (5pts.)</b></p>
<p><b>9/29/14 – 10/5/14 Module 6 Social Consciousness</b></p> <p>Stop by the instructor’s office and borrow a copy of <i>The Dreamkeepers</i>.</p> <p><b>Read</b> 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. <b>Write a reflective-reflexive response. (5pts.)</b></p> <p><b>Design</b> one lesson plan with a learning activity that engages students in learning content and becoming conscious of social inequity. <b>Post to assignment link in Blackboard (5pts.)</b></p>
<p><b>10/6/14 – 10/12/14 Module 7 Questioning Strategies</b></p> <p><b>Read</b> Chapter 5, Why Ask? Questioning Strategies in the classroom, especially pages 94-100. <b>Design</b> a lesson with questioning strategies for your content that you are planning to teach. <b>(5pts.)</b></p> <p><b>Inquire</b> into the issue of assessment. “Formative Assessment: What Do Teachers Need to Know and do?” by Margaret Heritage. <b>Examine</b> 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. <b>Type</b> analysis, making connections between the readings and what they see in your plans. If necessary, <b>revise</b> your plans for assessment so they will be based on reflective inquiry. <b>Explain</b> how it is based on reflective inquiry. <b>Post lesson to assignment link in Blackboard. (5pts.)</b></p>
<p><b>10/13/14 – 10/19/14 Module 8 Graphic Organizers</b></p> <p><b>Review</b> Graphic Organizers in the Classroom, chapter 6, to explore the use graphic organizers in pre-reading and during reading activities. <b>Reflect</b> on the ways that reading and writing is integrally connected. Make two columns (Reflections and Imagination). <b>Write</b> your reflections and imaginations of how you might use what you learned from the readings to engage students in learning in your content area. Do not generalize. Be specific. Under reflection, list ideas from the text and examples of graphic organizers that your instructors have used to engage you in learning math. Under imagination, give specific ways you will use graphic organizers to engage students to learn in your content areas.</p> <p>Reflection Imagination</p> <p><b>Design</b> 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. <b>Post to the assignment link in Blackboard. 5pts.)</b></p>
<p><b>10/20/14 – 10/26/14 Module 9 Getting It Down: Making and Taking Notes Across the Curriculum</b></p> <p><b>Read</b> Chapter 7, Getting It Down: Making and Taking Notes Across the Curriculum, pp. 121-125 plus pages specific to your content area. In your notebook, explain the difference between note taking and note making. Bring an example of each to class. These examples should come from work you have done in other classes. <b>Design</b> a lesson plan with making and taking notes activities for engaging your students in learning. <b>(5pts.)</b></p> <p><b>Read</b> Chapter 8, Writing to Learn Across the Curriculum, 139-146 plus pages specific to your content area. Reflect on how you have used writing to learn in your content area. Think of three classes that you have taken in college/university. For each class, <b>describe</b> how you used writing to learn. <b>Post to Discussion Board. Completion Required for course.</b></p>
<p><b>10/27/14 – 11/2/14 Module 10 Text Structures and Dyslexia</b></p> <p><b>In Library:</b> Find a peer-reviewed article on dyslexia and the content you are planning to teach. Complete the Textures Guide. Using the Text Structures guide, <b>read</b> the article you found and <b>type responses</b> on the guide. Post to assignment link in Blackboard. <b>(5pts.)</b></p>
<p><b>11/3/14 – 11/9/14 Module 11 English Language Learners (ELPS)</b></p> <p><b>Complete</b> TK20 assignment. Take one lesson plan that you have created and design 5 modifications for English Language learners. <b>Post to assignment link in Blackboard.</b> After receiving feedback and revising if necessary, <b>upload to TK20. (5pts.)</b></p>
<p><b>11/10/14 – 11/23/14 Module 12 Planning a Unit of Study.</b></p> <p>Brainstorm ideas and outline a unit plan for literacy development in the content area. Work on draft of Unit of Study. Feel free to meet with instructor to discuss ideas.</p>

**11/24/14 – 11/30/14 Module 13 Presentation of Unit of Study to Peers through Blackboard.**Receive Feedback from Peers **(5 points)**

Schedule a face to face meeting with instructor to discuss unit plan and receive feedback.

**12/1/14 – 12/5/14 Face to Face Module 14 Conferencing**Meet with instructor to discuss unit plan. **(5 pts.)** Post unit plan to assignment link in Blackboard by December 8, 2014.**(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:**

<b>Instrument</b>	<b>Total</b>	<b>SLO</b>
Post Reflective-Reflexive Reading Response to Dewey	2	1
Respond to Peer's RR	1	2
Blackboard Discussion	2	2
Content Literacy Autobiography	5	1
Lesson Plan with Anticipatory Activity	4	1,2,3,5,6,7
Peer Response to Lesson Plan	1	2
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
Making and Taking Notes 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
Present draft of unit of study with peer feedback	5	2
Conference with instructor – Unit of Study	5	2
Final Unit of Study	10	1,2,3,5,6,7
<b>Total:</b>	<b>100</b>	
<b>Not completing an assignment results in failure to receive credit for the course.</b>		

**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](http://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.