University of North Texas at Dallas
Fall 2015
SYLLABUS

EDSE 4060 Secondary Content Area Reading 3Hrs			
Department of	Teacher Education & Admin	**School of**	Education and Human Services

Instructor Name:	Dr. Paula Mason
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Office Hours:	Online
Virtual Office Hours:	Email anytime; No text messages after 8pm or before 6am

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:	**n/a**

Required Text:	Douglas Fisher & Nancy Frey. (2014). *Improving Adolescent Literacy: Content Area Strategies at Work*. Third Edition. New York, NH: Pearson. **ISBN: 978-0132487122** *TEKS* for your content area. Access from Internet.
Required Materials:	<mark>TK20 COURSE REQUIREMENTS</mark> **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.untdallas.edu/ehs/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@fheg.follett.com

Course Goals or Overview:

Upon completion of this course preservice teachers should be able to
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
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.

08/24/15 -08/30/15 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** Chapter 1 in Improving Adolescent Literacy: Content Area Strategies at Work, Fisher and Frey **Respond** to Blackboard Discussion Question and respond to a least 2 peers (5 points): How can you use Think-Pair-Share, Learning Stations, and Jigsaw in the content area and grade level that you plan to teach? *Must respond to at least 2 peers in addition to your original response to the DQ.*

08/31/15 – 09/06/15 Module 2 – Reflective Thinking
Read the article, "Defining reflection: Another look at John Dewey and reflective thinking"
 	
Create 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 you critical thinking skills will develop.
Your Reflective-Reflexive Response should include the following items:
   1. Summary of salient points
   2. Reflection - Key quotes and your reflections on those quotes, critical thoughts
   3. Reflexions – experiential connections to the reading
   4. Imagination – thoughts about how you might use something from the reading in your teaching practice
   5. Creative – poem, drawing, readers theatre, letter, diagram, etc., anything goes response
 	
Upload Reflective-Reflexive Response to Discussion Board Module 2 Forum and **respond** to at least 2 peers' posts. (5 points)
 	
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.

09/07/15 – 09/13/15 Module 3 – Anticipatory Activities **Read** Chapter 2, Setting the Stage: Building Background Through Anticipatory Activities View video More than Anything Else in preparation for writing your personal content literacy autobiography. 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? **Submit** to Blackboard. (5 points) Select middle school or high school grade level and subject area. Choose one or more TEKS to which you can plan lessons and also an entire unit (*You will use this topic for the rest of your assignments in this course, so choose carefull*y). **Plan** a lesson with an anticipatory activity to introduce the concept. Complete all of the components of planning a lesson. **Post your lesson** to the Module 3 Discussion Form and Respond to peers' postings. (5 point)
09/14/2015 - 09/20/2015 Module 4 Read Aloud Complete the before reading part of the Anticipatory Guide (from Module 3) 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.

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 a** response on Module 4 Discussion Forum and respond to at least 2 of your peers. (5 pts.)

Read Chapter 4, Well Read: Promoting Comprehension Through Read Alouds and Shared Readings.
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?

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. Submit your list of 10 text in the assignment link in the Module 4 folder.(5pts.)

09/21/2015 – 09/27/2015 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 Module 5 Discussion Forum on Blackboard. (5 pts.)

Read Chapter 3, Word For Word: Vocabulary Development Across the Curriculum.

Create a lesson plan with a vocabulary activity to introduce new vocabulary in your content area. Post to assignment link in Blackboard. (5 pts.)

09/28/2015 – 10/04/2015 Module 6 – Collaborative Learning
Read Wood, K. D., McCormack, R. L., Lapp, D., & Flood, J. (1997). Improving young adolescent literacy through collaborative learning. Middles School Journal, 28(3), 26-34.

Read Chapter 2, Conversations: Structures that Support Adolescent Literacy Development, in Improving Adolescent Literacy: Content Area Strategies at Work.

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.)

10/05/15 – 10/11/15 Module 7 Social Consciousness

Read Culturally Responsive Teaching at http://www.intime.uni.edu/multiculture/curriculum/culture/teaching.htm

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.)

10/12/15 – 10/18/15 Module 8 Questioning Strategies
Read Chapter 5, Why Ask? Questioning Strategies in the classroom.

Read "Formative Assessment: What Do Teachers Need to Know and do?" by Margaret Heritage

Design a lesson with questioning strategies and formative assessment for your content that you are planning to teach. Use questions from all levels of Bloom's Taxonomy. Analyze your lesson, making connections between the readings and what you see in your plans. If necessary, revise your plans for assessment, so they will be based on reflective inquiry. Post lesson to assignment link in Blackboard. (5pts.)

Read 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.

10/19/15 – 10/25/15 Module 9 Graphic Organizers
Read Chapter 6: Graphic Organizers in the Classroom 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.)

10/26/15 – 11/01/15 Module 10 Writing to Learn
Read Chapter 7, Getting It Down: Making and Taking Notes Across the Curriculum
Read Chapter 8, Writing to Learn Across the Curriculum.

Design a lesson plan that requires your students to use writing to learn. (5pts.)

11/02/15 – 11/08/15 Module 11 Text Structures and Dyslexia
UNTD Online Library: **Find and read** a peer-reviewed article on dyslexia and the content you are planning to teach. Complete the Text Structures Guide.

Answer the questions on the Text Structures guide based the article you found. Submit using assignment link in Blackboard. (5pts.)

11/09/15 – 11/15/15 Module 12 English Language Learners (ELPS)
Take one lesson plan that you have created and design 5 modifications for English Language learners. Post to assignment link in Blackboard. (5pts.)

11/16/15 –11/22/15 Module 13 Planning a Unit of Study
 Thinking of the lessons you have created throughout this course, outline a unit plan for your subject area/topic (the same one you picked in Module 3) that includes content area literacy development. Post your ideas and plans to the Module 13 Discussion Forum to receive feedback. Respond to at least 2 of your peers. (5 points)

11/30/15 – 12/06/15 Module 14 Unit Plan-TK20 Assignment

After finalizing plan, post unit plan to assignment link in **Blackboard and upload to TK20** by December 7, 2015. (15 pts.)

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
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
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
Final Unit of Study	15	1,2,3,5,6, 7
Total:	90	
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):
Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty 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 Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Assignment Policy:
Papers must be typed. Late papers are accepted only with the instructor's prior approval. Generally, a late penalty will apply. Assignments must be submitted to Blackboard. **Students who need help with Blackboard should contact the Student Help Desk at 972-338-5580 or UNTDDistance@unt.edu**

Attendance and Participation Policy:
Participation – Everyone begins the semester with 50 participation points. Points will be deducted throughout the semester for absences, tardiness (10 minutes or more), cell phone usage, assignments not finished, unprepared for discussion, etc.
- o Absence = -5pts
- o All Other Infractions = -2pts each

Online Attendance and Participation:
The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom 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 the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Please note that both quantity and quality are important considerations when it comes to participation. For example, a message which says simply, "I agree," does not constitute substantive participation, because it does not add anything of substance to the discussion. Instead, substantive posts combine your insights/opinion with specific examples from your professional and life experiences, and/or support from scholarly sources, and course materials.

Attendance for this course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

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.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf
for complete provisions of this code.
Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.
Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

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.

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette":
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Cell Phone Use (Face-to-Face Courses):
Please silence cell phones during class time. It is disrespectful of others in the class and unprofessional behavior to use cell phones during class for calls and/or texting. In the event of an emergency, place the cell phone on vibrate. NO calls may be taken in the classroom; in a true emergency, step into the hall to take calls. Excessive cell calls during class will be considered absences and the attendance policy will be applied.

Laptop Use (Face-to-Face Courses):
The use of laptop computers during class is allowed and encouraged for note-taking and tracking assignments through websites. However, chatting, checking email, visiting websites unrelated to the class activities are examples of inappropriate and unprofessional use of this technology. Students will be redirected or asked to close the laptop if inappropriate use becomes an issue.

Technology Requirements:
In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.
Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- http://www.untdallas.edu/dlit/ecampus/requirements
- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. 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 Dean of Students as the instructor deems appropriate.

Student Evaluation of Teaching Effectiveness Policy:
Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. 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 students' evaluations to be an important part of your participation in this class.

Test/Exam Policy:
Tests will contain information from the textbook as well as information discussed in class that may not be in the textbook. Information from the textbook may be included on tests even if it is not discussed in class. The availability of make-up tests will be determined on a case-by-case basis. Make-up tests may contain a different selection of questions than was on the regular test. NOTE: Online exams may be proctored on campus per instructor's discretion.