

CISE 4378 – Content Literacy

CISE 4378 is a required course for SECONDARY EDUCATION MINOR and SECONDARY CERTIFICATION
College of Education, Department of Curriculum and Instruction

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Office hours:
By appointment.

Communication: Text preferred. If you call, leave a message with your name, the class you are in, and a question/message.

Class day and time: MWF 12:00-12:50 PM

Location of Class: TEC 332

Class Format:

The course format includes readings from the text, use of library resources such as newspapers, journal articles, trade books, and the Internet to find reading resources, tests, class discussions in class and on Blackboard, small group activities, preparation of reading activities, analyzing the state standards, and teaching lessons.

Course Description: Students will learn to determine pupils' needs and abilities in content area reading and writing through the use of assessment instruments and will plan instructional strategies appropriate to their needs within specific secondary teaching fields. *Community Engagement: In this course, you will not only learn knowledge and skills, but also actively use them to make a difference in our community to improve the quality of life. This experience, it is hoped, will help you see yourself as a positive force in this world and deepen your understanding of your role as a citizen.* During Field Experience, students will assist a secondary public school teacher, work with students, and teach lessons in their content areas. Assignments include reflections of this experience. For specific requirements see the Field Experience Portion of the syllabus. Field experiences in secondary public high schools required. Prerequisites: CISE 3384.

Textbooks:

Lent, R. C. (2106). *This is disciplinary literacy: Reading, writing, thinking, and doing . . . content area by content area*. Thousand Oaks, CA: Corwin. ISBN 978-1506306698 **(REQUIRED)**

Tompkins, G.E. (2009). *50 Literacy strategies: step-by-step*. Boston, MA: Pearson. ISBN 978-0135158166 **(REQUIRED)**

Wolsey, T.D. & Lapp, D. (2017) *Literacy in the disciplines: A teacher's guide for grades 5-12*. New York, NY. The Guilford Press. ISBN 978-1-4625-2792-2. **(RECOMMENDED)**

Course Objectives: The following objectives will be met during this course

Topic(s)/ Objectives	Activities/ Assignments (including field-based activities)	Measurement (including performance based)	Standards Alignment S- SPA Standard Alignment TS- Texas Educator Standards/Competencies DDP- Diversity and Disposition Proficiencies CF- Conceptual Framework N- NCATE Standard 1 (if there is no SPA) NETS- ISTE NETS Technology Standards
Objective 1: The student is able to identify and articulate the importance of the interactions among the reader, the text, and the context of the reading situation.	Class discussion, Preparation of reading, writing activities	Current Events Article Strategy Lesson Assignment Reading Response Strategies	Standard 1(A): Teachers design clear, well-organized, sequential lessons that build on students' prior knowledge (iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities. Standard 1(D): Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts (ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students. Standard 2(A): Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success (i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth. Standard 3(C): Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners by utilizing engaging instructional materials to connect prior content knowledge to new learning (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences. Standard 4(A): Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
Objective 2: The student will be able to select and use materials that are appropriate for his/her students.	Class discussion Analysis of textbook Selection of articles for instruction from the Internet, newspapers and journals-Reading Folders Review of websites available in content area	Textbook Analysis Current Events Article Workstation Strategy Assignment	S: 2.5, 2.6, 5.2, 5.4, 5.6, 12.4 TS: Standard 1(B): Teachers design developmentally appropriate standards-driven lessons that reflect evidence-based best practices (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals. CF: 1, 2, 3, 5 DDP: 1,2 NETS: 5
Objective 3: The student will be able to develop activities and assignments that are appropriate for secondary students and that actively engage them in the learning process.	Class discussions Lesson plans for teaching in field experience Activities developed for pre-reading, guided reading, post reading	Lesson Plans Field Experience Logs Vocabulary, reading, writing activities Current Events Article Visual Literacy Assignment Workstation Strategy Assignment	S: 3.1, 3.2, 3.4 TS: Standard 1(B): Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices (i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn. Standard 1(D): Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts (i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction. Standard 4(A): Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students, and (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and person experiences. DDP: 5,6,9,10 CF: 1, 3, 5 NETS: 2, 3, 4

<p>Objective 4:</p> <p>The student knows and is able to use various word identification strategies appropriate for secondary students.</p>	<p>Class discussion Preparation of vocabulary strategy</p>	<p>Current Events Article</p> <p>Workstation</p> <p>Strategy Assignment</p>	<p>S: 6.3, 6.6 TS: Standard 1(C): Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans, and (iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts. Standard 3(B): Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise. (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners. DDP: 4,5,6,10 CF: 1, 3, 5 NETS: 1, 3</p>
<p>Objective 5:</p> <p>The student will use multiple and varied assessments before and after instruction to guide instruction, monitor progress and address specific concerns and teach students to monitor and self-assess.</p>	<p>Class discussion</p> <p>Pre-reading strategies and activities</p>	<p>Strategy Presentation</p> <p>Lesson Plans with pre and post assessment</p> <p>Reflections on observations in mentor's classroom (based on prescribed observations.)</p>	<p>S: 2.8, 7.2, 7.4, 10.2 TS: Standard 5(A): Teachers implement both formal and informal methods of measuring student progress, (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning, and (ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge. Standard 5(B): Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress, and (iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress. Standard 5(C): Teachers regularly collect, review, and analyze data to monitor student progress (ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs. Standard 5(D): Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning passed on assessment outcomes. CF: 4 DDP: 4,5,6,10 NETS: 1, 3</p>

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Learning to apply course material (to improve thinking, problem solving, and decisions).

Important: Gaining factual knowledge (terminology, classifications, methods, trends) Learning fundamental principles, generalizations, or theories

Course/Instructor Requirements:

Tk20 Account statement

Tk20 Account is required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

Application into Educator Prep (The College of Education) is required for this course. (\$100 fee)

Requirements:

1. Check BLACKBOARD and your E-MAIL account often. I will often send comments, clarifications, and urgent messages through e-mail. On Blackboard, I will also post assignments and documents. There may be homework reminders for the next class sent to you through e-mail. **IN OTHER WORDS: CHECK YOUR SHSU EMAIL OFTEN!!!!!!**

2. Field Experience: Field Experience is designed to give you the opportunity to observe teachers and students in a public school setting and to apply learned information in the classroom. There are specific assignments related to Field Experience. Successful completion of Field Experience and Field Experience assignments is required to receive credit for this course. You must complete these hours in a K-12 Title 1 public school.

3. Late Assignment Policy

Because your active participation is so important, it is imperative that all assignments be submitted on dates due at the beginning of class OR as assigned. Electronically submitted assignments will be considered “on time” if submitted by midnight on the due date, unless otherwise noted (*NOTE: All due dates/times are based on Central Standard Time*). Submission of work after midnight will be considered late.

Late assignments will receive a 20% deduction (10% per day) in points for being up to 48 hours after the due date and time. After 48 hours, a grade of zero will be earned; however, every assignment must be submitted to earn credit in the course. Recognizing that “extenuating circumstances” may occur, documentation of reason for late work may be submitted to instructor for consideration of reinstating original possible points.

4. Assignment Re-Dos

The opportunity to revise an assignment and resubmit for re-evaluation is left to the discretion of the instructor. Assignments that are hastily completely and of very poor quality will not be given this consideration. The Teacher Portfolio and DDP assignments to be submitted in the TK20 system may require multiple revisions. You are always welcome to re-do assignments when your grade is below a B (below 80%), unless the lower grade is a result of turning an assignment in late. Remember, GROWTH not GRADES! However, we know that grades are important. For this reason, you will have the opportunity to “fix, re-do, do-over” your assignments (when your grade is below a B) if you are not satisfied with your grade. If you choose to re-do an assignment, you must make an appointment with the professor to meet and discuss the resubmission. Then, the resubmission must be made on the following class day.

5. DUE DATES: You are expected to adhere to all due dates unless there has been an exception made for you by the professor. Principals expect their teachers to have their grades, forms, requests, etc. submitted ON TIME, therefore, we expect the same. Please pay attention to all deadlines. Expect computer glitches, crashes, and “gremlins” – back up all of your work and do not wait until the last minute to meet deadlines. All assignments must be submitted at the scheduled time, in the designated posting place, and should be done in a professional manner (typed, Standard English grammar, usage, spelling, and neatness).

6. Time requirement:

If you enroll in this course, it is assumed you are able to meet the time requirements. No considerations for other courses, employment, and additional commitments will be made.

7. Program Requirements: **To receive your final grade for this course, you must complete all program requirements** by the assigned due dates. The program requirements with their due dates for this course are:

- ☐ Mentor Feedback forms
- ☐ Lesson Plans in TK20
- ☐ Field Experience Documentation Log:
- ☐ Novice Dispositions in TK20:

8. Dispositions and Diversity Proficiencies - The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated in prescribed courses to all educator preparation students in initial and advanced programs. At the end of your field experience, you will be required to reflect on these dispositions.

DDP		CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1 & 2	4a.3., 4c.1., & 4c.2.
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2		4a.3.
3.	Practices ethical behavior and intellectual honesty.	3	1 & 2	4a.3.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	1, 2, & 3	4a.2 & 4a.3.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1, 2, 3	4a.1., 4a.3., & 4d.1.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	1, 2, 3	4a.1., 4a.2 4a.3. 4d.1.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4		4a.3.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1 & 2	4a.3.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5		4a.3.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1, 2, & 3	4a.2., 4a.3., & 4d.1.

Course Evaluation Matrix of Assignments

Assignment	Points
Reading Responses 33 points each	200
In class assignments	300
Learning Centers	100
Current Events Article	50
Shelfie	100
Learning Strategy Seminar	100
Content Area Book Talk	100
Field experience log	50
Total Points Possible	1000

Most assignments are due through submission in BlackBoard per instructor directions. Some assignments will be delivered during class.

Grading Scale

A = 1000 – 900

B = 899 – 800

C = 799 – 700

Below 700 must repeat course ****It is expected that you will complete and submit every assignment in order to receive a grade in CISE 4378.**

The content of this syllabus, including assignments and policies, is subject to change without notice.

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
 - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
 - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

ATTENDANCE EXPECTATIONS

Regular and punctual attendance is required for class, seminars, and field experiences. The three hours of absence provided by university policy should be used carefully for **illness and emergencies**. It is important that candidates notify the professor via email or phone call prior to, or on the day of, the absence regardless of the reason for the absence.

Attendance (absences, tardiness, and early exits) will be documented each day. Each absence above one will negatively impact your grade in this course. On the second absence, a letter will be sent to the Chair of the Department of Curriculum and Instruction. This letter will be added to your file. On the third absence, you will be invited to a meeting where we will discuss your ability to successfully complete this class. In addition, a letter will be sent to the Professional Concerns Committee. This letter will also be added to your file. This information will also be used to decide borderline grades and to write letters of recommendation. Students should discuss each absence with the instructor.

Daily grades are given for in-class assignments. In-Class assignments **cannot** be made up, so attendance is essential. Assignments need to be turned in on the due date. If for some reason you are unable to submit an assignment, you should email it, give it to a friend, or use some other method to submit your work on time. Late work will negatively impact your professionalism grade.

I will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, be sure you have arranged for a peer to obtain materials for you. Check Blackboard regularly for announcements and materials.

Tardiness and early exits are cumulative. Recurring instances of tardiness and early exits will be dealt with on an individual basis and may be grounds for contacting the Professional Concerns committee.

Course Expectations

Professionalism:

For professional educators, there are behaviors that, while not unethical, are considered unprofessional. This semester you are becoming ever closer to joining this time-honored profession. Therefore, we consider it our duty to make abundantly clear what is meant by “professional behavior”.

Professional behavior indicators:

- **EMAILS:** Your emails to us are not to be written in the casual style you might use when communicating with a friend. We expect them to be written using standard grammar, spelling, punctuation, etc. and to have a respectful tone. You may disagree with us, however, please do so in a respectful manner. Please address all professors as Dr.
- **YOUR COLLEAGUES:** The other students in our class are your colleagues. They deserve your support and attention. When another colleague is speaking, please give your full attention. When another colleague is struggling with an assignment or concept, share your knowledge. Do not speak ill of your colleagues to other colleagues or to anyone outside our class. This does not mean you cannot relay important information about a colleague to either professor, but it does mean you need to do this in a private setting and then keep it to yourself.
- **ATTIRE:** The way you present yourself within the school is critically important. The school administrators/teachers/colleagues are looking to you as a representative of Sam Houston State University as well as the entire teaching profession. The following criteria should be used when selecting what to wear:

A. LADIES:

1. Loose-fitting slacks (not jeans) or skirt. The skirt should be at least knee-length.
2. All tops must be loose enough that you are not calling undue attention to your bra size or to your cleavage. The top should not be too sheer nor should it reveal your midriff.
3. Your hair should be clean.
4. It won't take but one day of wearing stilettos for you to figure out that they are not appropriate. Comfortable shoes (not sneakers) are the footwear of the day.

B. GENTLEMEN:

1. Slacks (not jeans) with a belt and street shoes, not sneakers.
2. Your shirt should have a collar and be buttoned up to at least within one button of the collar as well as tucked in. You may wear a tie, but it is not required.
3. You are allowed to have a neatly trimmed mustache or beard.

- **CLASS PREPARATION:** Professionals are on time and fully prepared for class! All reading assignments are to be completed and reflected upon prior to the day they are due.

- **CONVERSATIONS:** Classroom conversations should be limited to general topics that don't include private information. It is very easy to undermine the climate of the class by sharing information that others might find offensive. Your mentor teacher should only be discussed in positive terms. If you feel you cannot do that, please refrain from mentioning your mentor in our classroom. It goes without saying that you should NEVER mention your mentor AT ALL outside our classroom. This means there should be no sharing of information about your mentor to your colleagues or anyone who is not associated with this class (i.e. roommates, boy/girlfriends, etc.). We are guests at the school, and as such, we are to speak in a supportive manner about the school. Any individual problems with your mentor should be shared with the professors only. All conversations including those with your colleagues, your professors, your mentor, and the students at the school should be professional and contain no information that is not fully true.

Secondary Methods Block Field Experience

This part of the syllabus is common to all of the courses in the Secondary Education Program. Therefore, each course incorporates the Field Experience points as part of your final grade (see specific course requirements). **The successful completion of assignments and requirements described in this document are required for the completion of the Secondary Education Program.**

- **What is Field Experience?**

This course is a field-based course. This means you will spend at least 10 hours of time allotted for the Secondary Methods Block in a public secondary classroom. In working in these classrooms, you will be applying knowledge and skills learned in all four Methods' courses.

- **How many hours of Field Experience will be obtained?**

For this class, you can expect to log 10 hours.

- **What is the purpose of Field Experience?**

Field Experience is designed to give you the opportunity to work with students, apply information covered in class to the classroom and teach actual lessons in secondary public school classrooms. The overall purpose is to give you constant feedback and help you continuously improve your teaching performance. The motto for the Secondary Education Program is...growth not grades!

- **How do I get started in Field Experience?**

You will be required to find a field placement and mentor during the semester. The Education Preparation office may be able to help you locate a field placement. You will be given class days to complete your field experience. It is up to you to complete any paperwork the school and/or district requires of you.

- **How do I get a mentor teacher?**

The administrators at your assigned campus will assign your mentor teacher based on your certification area. These teachers are eager to assist you in your journey to become a teacher. This means they will not always be "nice". Their honest feedback (remember our motto is...growth not grades!) concerning your strengths and weaknesses in the classroom is critical to your professional development. It is your responsibility to reflect upon their suggestions and implement new strategies in the classroom.

- **What will I be required to do during Field Experience?**

The first thing to keep in mind is that this is Field Experience, not observation. Your first day in the classroom, you might sit and observe to become oriented. However, on subsequent days, you should be working to assist your mentor by tutoring students, working with small groups, participating in duty assignments, grading papers, organizing materials, preparing for upcoming lessons and teaching lessons whenever possible. **DO NOT JUST SIT!** It is your responsibility to ask how you can be of assistance.

We highly recommend that you teach as many lessons as your mentor teacher will allow. The more time you spend in front of the class now, the easier student teaching will be.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Bibliography

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Allen, J. (2008). *More Tools for teaching content literacy*. Portland, Me.: Stenhouse.

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McTighe, J & O'Connor, K. 2005. Seven practices for effective learning. *Educational Leadership*, 63(3), 10-17.

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Class Calendar
CISE 4378 Content Literacy
Fall, 2017
Dr. Wisenbaker

Date	Class Discussions	For Next Week	Due Today
8/23/17	Introductions Expectations	1] Read the Lent textbook: forward and Chapter 1 2] Reading response 1 due 8/30	
8/25/17	Strategy Seminar Lent Chapter 1	1] Print out the TEKS for the grade level and subject you want to teach. 2] Read Hodja and the Baklava 3] Read ELL article 4] complete the article analysis and bring to class 5] Lent: Chapter 2 pages 13-16	
8/28/17	No class meeting. Use this time to get with your strategies partner to collaborate.		Article analysis of ELL article due
8/30/17	ELL ELPS TEKS Nomenclature	Read Lent book: pages 22-32 RR #2 due 9/6/17 Find a current event article pertaining to your content area and bring to class	RR#1 Due today
9/1/17	Current event Article Educational Theorists	assignment for next class Read one of the articles about	1] Bring your current event article pertaining to your

	PPR	Vocabulary. Be prepared to discuss next class	content area to next class [9/6/17] 2] Find a textbook in your subject area. Identify 5 Tier 2 and 5 Tier 3 words. 3] In 2 paragraphs, how would you teach those words? Bring to class. 4] Read Lent pages 33-37
9/4/17	No class Labor Day		
9/6/17	Vocabulary Share your article information. Shelfie Assignment How to get students reading in every subject		RR #2 due
9/8/17	Online Class: Work on Shelfie Assignment		
9/11/17	Begin Field Experience		Current Event Article
9/13/07	Continue Field Experience		
9/15/17	Continue Field Experience		Shelfie Assignment due
9/18/17	Continue Field Experience		
9/20/17	Continue Field Experience		
9/22/17	Continue Field Experience		
9/25/17	Continue Field Experience		

9/27/17	Continue Field Experience		
9/29/17	Continue Field Experience		
10/2/17	Conclude Field Experience		
10/4/17	Discuss field experiences	Read pages 61-65 in Lent RR # 3 due 10/11/17	
10/6/17	Learning Centers Content area book talks	1] Pick TEKS and subject area for learning centers. 2] Read Lent pages 80-102 RR # 4 Due 10/16	
10/9/16	Writing in the Content Area	Pick a TEKS in your subject area. Find a literacy activity to support the TEKS you have chosen. [can be sequencing, main idea, summarizing, fact and opinion, etc.] Bring to class 10/13 to share with class.	
10/11/17	Inquiry		Literacy activity RR # 3 due
10/13/17	Literacy activity sharathon.		
10/16/17	Strategy Seminar Presentations		RR#4 Due Strategies due
10/18/17	Strategy Seminar Presentations		
10/20/17	Strategy Seminar Presentations	Read Lent pages 145-150 RR#5 due 10/27/17	
10/23/17	Learning Centers [due 11/13/17	Choose one of the short articles on	

		learning centers to read. Make a 321. 3 important facts 2 things you had not thought of before 1 most important take away. Be prepared to present next class.	
10/25/17	Learning center	In the Lent book pages 151-184, choose a "spotlight" section for a reading response. RR#6 due 11/01	Learning center 321 share.
10/27/17	Online class: Work on Area Book talk and Learning Centers.		RR#5 due
10/30/17	Classroom set up: How will you arrange your classroom? How important is it?	Read the article on using pop culture in the classroom Prepare 3 things you found important to take away from this very short article.	
11/01/17	Pop culture takeaways [What did you learn?] Using literature in the content areas: examples of books that will help teach content area information.		RR#6 due 3 takeaways about pop culture
11/03/17	Online class: Dyslexia Video and worksheet		
11/6/17	First day of school: only one chance to make a good impression.		Dyslexia Video Worksheet due

11/8/17	Who will be in your classroom? How will you address their needs?		Field Logs Due
11/10/17	Special Guest Speakers: Jim and Betty Patton		
11/13/17	Learning Centers Presentations		Learning Centers Due
11/15/17	Learning Centers Presentations		
11/17/17	Learning Centers Presentations		
11/20/17	Online class: Preparation for Content area book talk.		
11/22/17	No class Thanksgiving Holiday		
11/24/17	No class Thanksgiving Holiday		
11/27/17	Begin Content area book talk		Content Area Book Talk Due
11/29/17	Continue content area book talks		
12/01/17	Complete content area book talks.		
12/04/17	Final Class: Make sure your book talk is posted.		

Assignments

Assignment	Points
Reading responses [33 points]	200
In class assignments	300
Learning Centers	100
Current Events Article	50
Shelfie	100
Learning Strategy Seminar	100
Field experience log	50
Content Area Book Talk	100