



## **CISE 4378: Content Literacy Fall 2017 – Section 4**

*CISE 4378 is a required course for a Secondary Education minor/Secondary Teaching Certification*

### **College of Education, Department of Curriculum & Instruction**

**Instructor:** Dr. Mae Lane  
Teacher Education Center 242  
P.O. Box BOX # Huntsville, Texas 77341  
Office: (936)294-1128  
Email: mal024@shsu.edu  
Office hours: T/TH – 11:00-2:30. By appointment please.  
\*\* I am always available by email and will try to get back to you within 24 hours.  
Please allow a reasonable amount of time for a response.

**Class Format:** The content of this course is delivered in class and online using Blackboard and other Web 2.0 tools, readings from the text, use of library resources – newspapers, journal articles, trade books, and the Internet to find reading resources. In addition, course concepts are learned through self-study, peer discussions and responses, small group activities, preparation of reading activities, as well as individualized professor comments. Evaluation consists of self-evaluations, peer evaluations, and professor assessments for products and discussions.

**Class day and time:** T/TH – 8:00-9:20 a.m.

**Class location:** TEC 322

**Course Description:** In this course, candidates learn to integrate content-specific literacy skills into their teaching. Co-requisite: CISE 4380

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)**

Fisher, D., Brozo, W.G., Frey, N., & Ivey, G. (2015). *50 instructional routines to develop content literacy-3rd edition*. Boston, MA: Pearson. ISBN 978-0-13-334796-8 **(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:

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.
2. The student will be able to select and use materials that are appropriate for his/her students.
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.

4. The student knows and is able to use various word identification strategies appropriate for secondary students.
5. 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.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed on Blackboard.

**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)

## Course/Instructor Requirements:

### 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.

### Tk20 Account:

**Tk20 Account is required for this course.** (The COE has provided a Tk20 account for all education students).

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. (Ed Prep and TEA fees are required)**

### Requirements:

**1. Check BLACKBOARD and your E-MAIL account often.** I will frequently 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 public school. \*\*Instructions for documenting your FE will be provided at a later date.

### 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 the reason for submitting work late 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 completed and of very poor quality will not be given this consideration. The DDP assignment 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 *in advance* 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 for this course are as follows:

#### ☐ Field Experience Documentation

#### ☐ Dispositions and Diversity Proficiencies

**8. Dispositions and Diversity Proficiencies** - The Dispositions and Diversity Proficiencies (DDP's) 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.

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

# Sam Houston<sup>TM</sup>

## STATE UNIVERSITY

### Course Outline

#### Assignments

Your learning is assessed based on class-based assessments and field-experience assessments. All are tied to the state competencies and their related standards which you need to master.

Assignments	Points
Professionalism	100
In Class Participation	100
<b>Inquiry Learning Project:</b>	
Workstation	100
Visual Literacy Assignment	100
Lesson Plan	100
Learning Strategy Showcase (2 Strategies x 50 points each)	100
Current Events Presentation	50
<b>Assignments:</b>	
In-Class Journal Assignments (Includes <b>Field Experience reflection</b> )	100
Reading Response Strategies (6 chapters X 25 pts ea)	150
Article Analysis	100
<b>Total Points Possible</b>	<b>1000</b>

Most assignments are due through submission in BlackBoard per instructor directions. Some assignments will be submitted at the beginning of 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.**

\*\*A course calendar will be provided on Blackboard.

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](#)
  - [Students with Disabilities #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 Messages in Academic Classrooms and Facilities #100728](#)
  - Technology during instruction: Please do not use any device during instruction unless being used for a classroom activity.
  - Technology during exams: N/A
  - Technology in emergencies: If you have a special circumstance requiring your phone to be out during class, please make prior arrangements with the professor.
- 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

-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**.

Attendance (absences, tardiness, 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 or when texting. 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 (this includes your professor), 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 will only take one day of wearing stilettos for you to figure out that they are not appropriate.
5. Comfortable shoes (not sneakers) are the footwear of the day.

**B. GENTLEMEN:**

1. Slacks (not jeans) with a belt and street shoes, not tennis shoes.
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.

**PROFESSIONALISM DURING CLASS MEETINGS:** You are expected to contribute to class discussions, participate in class activities, and to give your full attention to the professor/colleague when they are speaking. This means you are not texting, on social media, or any other sites during class unless directed to do so by the professor/presenter.

**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 is overly personal or 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 any students AT ALL outside our classroom. This means there should be no sharing of information about students 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.

### **Secondary Methods Block Field Experience**

This part of the syllabus is common to all of the courses in the Secondary Methods Block. 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 observe and work with students, apply information covered in class to the classroom and to eventually teach actual lessons in secondary public school classrooms (this will happen in the second part of the Methods Block). 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 passive observation. When you are in the classroom, you will have specific aspects of the classroom on which to focus while you are there. You will report and discuss that information in your FE log and in your written reflection. However, on subsequent days, you should be working to assist your mentor by tutoring students, working with small groups, participating in duty assignments, organizing materials, and helping to prepare for upcoming lessons. It is your responsibility to ask how you can be of assistance.

## **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



### **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**

Allen, C. (2001). *The multigenre research paper: Voice, passion and discovery in grades 4-6*. NH: Heinemann.

Buehl, Doug. (2001) *Classroom strategies for interactive learning*. International Reading Association: Newark, Delaware (ISBN 0-87207-284-3)

Fisher, D., Brozo, W.G., Frey, N., & Ivey, G. (2011). *50 Instructional routines to develop content literacy*. Upper Saddle River, Pearson.

Fletcher, R. (2006). *Boy writers: Reclaiming their voices*. Portland ME: Stenhouse Publishers

Miller, M., & Veatch, N. (2011). *Literacy in context: Choosing instructional strategies to teach reading in content areas for students in grades 5-12*. Boston: Pearson Education Inc.

Romano, T. (2000). *Blending genre, altering style: Writing multigenre papers*. NY: Boynton/Cook.

Romano, T. (2004). *Crafting authentic voice*. NH: Heinemann.

Romano, T. (1995). *Writing with passion: Life stories, multiple genres*. NY: Boynton/Cook.

Tovani, Cris. (2004) *Do I really have to teach reading?* Stenhouse Publishers: Portland, Maine.

Tovani, Cris. (2000). *I read it but I don't get it*. Stenhouse Publishers: Portland, Maine.