



**READ 4310: Reading/Language Arts in the Middle Grades
Fall 2017**

Course Numbers are required courses for Grades 4-8 Literacy Methods

College of Education

Department of Language Literacy and Special Populations

Instructor: Dr. Jacqueline M. Ingram
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Office hours: Tuesday 10:00-2:00 (SHSU)
Thursday 11:30-12:30 & 3:30-4:00 (TWC)
Other times by appointment

Class Format: Level 2 Field Experience course. The content of this course is delivered through demonstrations and lectures. Course concepts are learned through observations, readings, collaborative study and discussions, practicum experiences, presentations, and research. As a level 2 field experience course, candidates work with mentor teachers and students in elementary classrooms to apply the concepts, theories, and strategies discussed in class. The instructor's focus is to assist certification candidates in the process of becoming reflective practitioners. Evaluation consists of self-evaluations, peer evaluations, mentor teacher evaluations, and instructor assessments using rubrics for products, discussions, and presentations.

Class day and time: Thursday 12:30- 3:20

Location of class: The Woodlands Center (TWC) 140

Course Description: Through programs dedicated to collaboration instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify literacy instruction to meet the needs of our communities' diverse learners.

READ 4310 Reading/Language Arts in the Middle Grades. This course focuses on the uniqueness of middle grade students, middle school structures, and explore literacy theories and activities that meet these needs and structures. Prerequisites: READ 3373 and 3374. Credit 3.

Required Text:

Mikaelsen, B. (2001). *Touching Spirit Bear*. New York, NY: HarperCollins Publishers.



Course Objectives: READ 4310 is designed to help you become an informed, reflective decision maker who can translate understandings of literacy processes and methodology into appropriate instructional decisions for children.

1. Candidates will identify and articulate the importance of interactions among, the reader, the text, and the context of the reading situation.
2. Candidates will identify, articulate, and demonstrate the importance of writing as a tool for learning in the content areas.
3. Candidates develop activities and assignments that are appropriate for 4-8 students and actively engage them in the learning process.
4. Candidates will demonstrate awareness of diversity in students' abilities, cultural backgrounds and language, and ability to use these understandings to develop appropriate instructional strategies and practices.
5. Candidates will demonstrate ability to select interesting trade books that are related to content area at appropriate reading level.
6. Candidates will demonstrate an ability to reflect on their own learning processes, seek answers to questions, and participate in and lead collaborative tasks.
7. Candidates demonstrate their ability to communicate with other professionals in order to learn about and share current literacy practices.

Standards Matrix:

Topic(s)/Objective(s) The Candidate will:	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment
1. Candidates will identify and articulate the importance of interactions among, the reader, the text, and the context of the reading situation.	Readings/Discussions/Reading Logs Curation Project Book Share Six Word Memoir Letter-Essay Word Cloud Project 20%/Genius Hour *Field Experience Journal	Discussion rubric/Reading Log Curation Project Presentation and Rubric Book Share Rubric Six Word Memoir Rubric Letter-Essay Rubric Word Cloud Project Rubric 20%/Genius Hour Presentation and Rubric Field Experience Journal Rubric	AMLE NCTE/CAEP-Teacher Prep ELA 7-12 DDP-Dispositions and Diversity Proficiencies TTS- Texas Teacher Standards TS—Texas Educator Standards-ELAR 4-8 ISTE- and Performance Indicators ILA-ILA Standards by Indicators ISTE – International Society for Technology in Education
2. Candidates will identify, articulate, and demonstrate the importance of writing for learning in the content areas.	Readings/Discussions/Reading Logs Curation Project Book Share Six Word Memoir Letter-Essay Word Cloud Project 20%/Genius Hour	Discussion rubric/Reading Log Curation Project Presentation and Rubric Book Share Rubric Six Word Memoir Rubric Letter-Essay Rubric Word Cloud Project Rubric 20%/Genius Hour Presentation	AMLE – 2 NCTE/CAEP – 2.1, 2.2 DDP – 1, 3, 6, 7, 10 TTS-1.c, 3.a, 3.a1, 3.a2, 3.c2 TS – 1.7s, 2.8s, 2.10s, 4.7s, 4.10s, 4.14s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.11s, 5.12s, 5.13s, 7.7s ISTE – 1, 2, 3, 4 ILA- 1.2, 4.1, 5.2 ISTE 2c, 3a, 3b, 3c, 4a, 5a, 5b, 6a, 7a

	*Field Experience Journal	and Rubric Field Experience Journal Rubric	
3. Candidates develop activities and assignments that are appropriate for 4-8 students and actively engage them in the learning process.	Readings/Discussions/Reading Logs Curation Project Book Share Six Word Memoir Letter-Essay Word Cloud Project 20%/Genius Hour *Field Experience Journal	Discussion rubric/Reading Log Curation Project Presentation and Rubric Book Share Rubric Six Word Memoir Rubric Letter-Essay Rubric Word Cloud Project Rubric 20%/Genius Hour Presentation and Rubric Field Experience Journal Rubric	AMLE – 1,2 NCTE/CAEP-3.3,,3.4, 3.6, 4.2, 4.3, 4.4 DDP- 1, 3, 6, 7, 9, 10 TTS-4.a, 4.a1, 4.a3, 4.b, 4.c2 TS – 2.4s, 2.5s, 2.6s, 2.7s, 2.11s, 3.1s, 3.9s, 4.1s, 4.2s, 4.3s, 4.5s, 4.6s, 4.9s, 4.10s, 4.11s, 4.13s, 4.14s, 4.16s, 4.17s, 5.6s, 6.2s, 6.3s, 7.5s, 7.6s, 7.7s ISTE-1, 2, 3, 4 ILA- 1.2, 4.1, 5.2 ISTE 2c, 3a, 3b, 3c, 4a, 5a, 5b, 6a, 7a
4. Candidates will demonstrate awareness of diversity in students’ abilities, cultural backgrounds and language, and ability to use these understandings to develop appropriate instructional strategies and practices.	Readings/Discussions/Reading Logs Curation Project Book Share Six Word Memoir Letter-Essay Word Cloud Project 20%/Genius Hour *Field Experience Journal	Discussion rubric/Reading Log Curation Project Presentation and Rubric Book Share Rubric Six Word Memoir Rubric Letter-Essay Rubric Word Cloud Project Rubric 20%/Genius Hour Presentation and Rubric Field Experience Journal Rubric	AMLE – 1,4,5 NCTE/CAEP – 5.1 DDP – 1, 3, 5, 6, 7, 9 TTS-4.a1, 4.b2 TS – 1.2k, 1.6s, 2.5s, 2.6s, 2.7s, 2.11s, 3.1s, 3.7s, 3.9s, 4.2s, 4.3s, 4.12s, 7.6s, 7.7s ISTE – 1, 2, 3 ILA- 4.1, 4.2, 4.3 ISTE 2c, 3a, 3b, 3c, 4a, 5a, 5b, 6a, 7a
5. Candidates will demonstrate ability to select interesting trade books that are related to content area at appropriate reading level.	Readings/Discussions/Reading Logs Curation Project Book Share Six Word Memoir Letter-Essay Word Cloud Project 20%/Genius Hour *Field Experience Journal	Discussion rubric/Reading Log Curation Project Presentation and Rubric Book Share Rubric Six Word Memoir Rubric Letter-Essay Rubric Word Cloud Project Rubric 20%/Genius Hour Presentation and Rubric Field Experience Journal Rubric	AMLE – 3, 4, 5 NCTE/CAEP – 1.1, 1.2 DDP – 1, 7 TTS-4.a, 4.a1, 4.a3, 4.b, 4.c2 TS – 2.4s, 2.5s, 2.6s, 2.7s, 4.3s, 4.8s, 4.9s ILA- 5.2 ISTE 2c, 3a, 3b, 3c, 4a, 5a, 5b, 6a, 7a
6. Candidates will demonstrate an ability to reflect on their own learning processes, seek answers to questions, and participate in and lead collaborative tasks.	Readings/Discussions/Reading Logs Curation Project Book Share Six Word Memoir Letter-Essay Word Cloud Project 20%/Genius Hour *Field Experience Journal	Discussion rubric/Reading Log Curation Project Presentation and Rubric Book Share Rubric Six Word Memoir Rubric Letter-Essay Rubric Word Cloud Project Rubric 20%/Genius Hour Presentation and Rubric Field Experience Journal Rubric	AMLE – 5 NCTE/CAEP – 7.1, 7.2 DDP – 2, 3, 4, TTS-6.a1, 6.a2 ILA- 4.1, 4.2, 6.1 ISTE 2c, 3a, 3b, 3c, 4a, 5a, 5b, 6a, 7a

7. Candidates demonstrate their ability to communicate with other professionals in order to learn about and share current literacy practices	Readings/Discussions/Reading Logs Curation Project Book Share Six Word Memoir Letter-Essay Word Cloud Project 20%/Genius Hour *Field Experience Journal	Discussion rubric/Reading Log Curation Project Presentation and Rubric Book Share Rubric Six Word Memoir Rubric Letter-Essay Rubric Word Cloud Project Rubric 20%/Genius Hour Presentation and Rubric Field Experience Journal Rubric	AMLE – 5 NCTE/CAEP – 7.1, 7.2 DDP 2, 3, 4 TTS-6.a1, 6.a2 TS – 1.13s, 2.13s, 3.11s, 4.20s, 5.15s, 6.5s, 7.9s, 8.6s ILA- 4.1, 4.2, 6.1 ISTE 2c, 3a, 3b, 3c, 4a, 5a, 5b, 6a, 7a
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Links to Standards:

[CAEP](#) Council for the Accreditation of Educator Preparation

[ILA](#) International Literacy Association Standards for the Preparation of Literacy Professionals 2017

[NCTE/CAEP](#) National Council for Teachers of English

[AMLE](#) Association for Middle Level Education Standards

[TTS](#) Texas Teacher Standards

[TS](#) Texas Educator Standards – English Language Arts & Reading 4-8 Standards

[ISTE](#) International Society for Technology in Education Standards for Teachers (NETS-T)

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

- **Essential:** the students will develop specific skills, competencies, and points of view needed by educators..
- **Important:** the students will learn to apply course material and concepts to improve thinking, problem solving, and decisions.

COURSE/INSTRUCTOR REQUIREMENTS:

Materials:

- Planner/calendar to coordinate assignments
- 1” 3-ring binder for organizing notes and handouts
- Loose-leaf, lined notebook paper (paper torn out of spirals will not be accepted)
- Internet connected device

Attire – When in the field, all candidates must dress according to the following dress code:

Males: Dress shirt or knit shirt with collar (shirts must be tucked in)

Belt

Dress pants worn at the waist

All shoes must be worn with socks

Females: Dress slacks or chino pants (somewhat loose fitting)

Skirt (at the knee or longer)

Dress (at the knee or longer)

All tops must be somewhat loose fitting and cover ALL cleavage

No midriffs (front or back) showing even when arms are raised or you are sitting/squatting

Both: No flip-flops
No jeans or sneakers except for specified events
All tattoos must be covered
All tongue, nose, eyebrow, etc. piercings must be removed. Earrings are only acceptable on females

The bottom line is to look and dress conservatively. You represent Sam Houston State University and you are practicing to be a teacher, so look sharp.

Course Outline

Assignments

1. **Professionalism (50 points).** You are currently in a professional course of study in which you are preparing to be a teacher, accountable to and for our priceless children, their parents, your colleagues, your mentor teachers, and administrators. This is not a responsibility that can be taken lightly. It is expected that your joyful and enthusiastic **participation** in activities as well as positive **attitudes and dispositions** toward learning be exhibited throughout your teacher preparation program. Various schools are our hosts school for this course. You are a guest in your school. That means your attitude and behaviors are those of the perfect guest: You look for the good things, you're cheerful and enthusiastic, and you show that you're grateful to be there. The dispositions for this course include reflection about professionalism and instruction, the authentic use of technology, ethical behavior and intellectual honesty, the appreciation of varying voices in communication, a commitment to literacy, inquiry, and reflection, and meeting the needs of culturally and linguistically diverse learners. **You start these methods courses with 50 points. Guard these points carefully.** Evaluation: Professionalism Rubric.
2. **Readings/Discussions/Reading Logs (50 points).** You will be assigned readings in the form of trade books, journal articles, and a book chapter. You will be expected to read these assignments and discuss and review the material with your colleagues during face-to-face study group sessions. You will also keep a reading log for each course reading when applicable. Evaluation: Reading Logs and Face-to-Face Discussions.
 - **Group Discussions (25 points).** You will discuss course readings in a face-to-face format during the class day. Discussions may be recorded so that I may study them. Evaluation: Participation and completion of requirements.
 - **Discussions will be graded over the following readings:**
 - "Content and disciplinary literacies: A compromise to benefit pre-service teachers"
 - *Touching Spirit Bear*
 - "The power of fostering pleasure in reading"
 - "Teaching for understanding: A meaningful education for 21st century learners" (as part of Field Experience Journal)
 - **Reading Log (25 points).** The Reading Log is where you will record your personal responses to each of the assigned readings:
 - **Number each log entry. Include your name, the date, the chapter or article title, and the author(s) name(s).**
 - Write about your connections to your field experience or your own educational experiences.

- Record questions you might have about what you are reading (that way we can discuss these in class).
- Keepers (2 or 3 things that stand out to you)
- Record words that you come across that you need clarification on **and define them**.
- Use your logs for face-to-face discussions.
- This is not a summary. You may summarize if this facilitates your learning, but the concepts above must also be addressed.

Evaluation: Completion of above requirements.

- **Reading Logs will be graded over the following readings:**
 - “Content and disciplinary literacies: A compromise to benefit pre-service teachers”
 - “The power of fostering pleasure in reading”
 - “Teaching for understanding: A meaningful education for 21st century learners” (as part of Field Experience Journal)

3. Curation Project (50 points). Much like a museum curator, you will sift through and collect/curate artifacts such as podcasts, videos, websites, images, books, etc. that relate to you as a person and as an educator. These artifacts will be presented digitally using elink.io and will contain tags and descriptions that explain why they were selected. Evaluation: a rubric will be developed in class as a collaborative effort.

4. Book Share (50 points). The purpose of this experience is to give you a chance to practice sharing literacy to encourage individual reading through talking about books and making recommendations. You are required to read one of the YA novels listed below or choose one from the text set you completed last semester in READ 3373 and complete the author/book share template. We will use Mikaelson’s book *Touching Spirit Bear* to walk through this process. The Book Share template and rubric are due on the target date listed in the assignment schedule. Evaluation: Book Share rubric.

5. Six Word Memoirs (50 points). Nancie Atwell (2015) considers the Six Word Memoir an excellent writing activity for middle grades students. This assignment requires you to write 5 six word memoirs that capture your life. Click on the link below to see examples of six word memoirs. We will discuss this more in class. Evaluation: Six Word Memoir Rubric.

<http://www.smithmag.net/sixwordbook/2010/09/13/video-six-tips-for-writing-six-word-memoirs/>

6. Letter-Essay About Literature (50 points).

Dear READ 4310:

This assignment requires you to type a two page long letter-essay about one book. You should write the letter-essay to your partner (assigned later). Your letter-essay and your partner’s response will become a record of the reading, critiquing, learning, and teaching you accomplished together. Before you write, peruse the Text Set you created last semester in READ 3373. Select a young adult novel, chapter book, or picture book that you read in its entirety. Return to the book, skim it to refresh your memory; select at least one passage that you think is significant, in terms of theme, character development, or author’s style: a chunk of text you think shows something essential about how the book is written. Include the passage in your letter and explain what it shows about the writing and your response to it. Describe what you noticed about how the author wrote. Tell about your experience as a reader of the book. Offer your opinions and pose your questions about the author,

characters, plot structure, details, and voice. Rate the book on a scale of 1-10, with 10 the highest score.

Make sure you date your letter-essays in the upper right-hand corner, and use a conventional greeting (Dear_____,) and closing (Kind regards, Sincerely, Take care, etc...). Always cite the name of the author and the book title in the first paragraph. Indicate the title by adhering to APA guidelines, e.g., Ben Mikaelson's (2001) book *Touching Spirit Bear*. An example will be provided. Evaluation: Letter-Essay Rubric.

Sincerely,
Dr. Ingram

- 7. Word Cloud Project (50 points).** Anna J. Small Roseboro (2014) considered digital writing a great way to promote critical thinking in the classroom. Creating a word cloud is an excellent tool to gauge students' reading comprehension. For this assignment, you and a partner will use the website www.worditout.com to create a word cloud of 25 important words from one of the novels you read in class. Once you have created your word cloud you will write a minimum one (1) page essay following an outline that will be provided. Evaluation: Word Cloud Project Rubric.
- 8. 20% Time/Genius Hour (50 points).** Each class period, a portion of class time will be set aside for each student to learn about whatever she/he wants... as long as it is related to teaching! Students will pitch ideas for their topics, research, and create an end product to present what he/she has learned in about 7 minutes. An example project will be provided. Evaluation: 20%/Genius Hour Rubric
- 9. Field Experience Journal (100 points).** Field Experience Journal Includes:
- Classroom Observation Form (25 points)
 - Read article on "Teaching for understanding..." and complete the Reading Log form (25 points).
 - Use the checklist at the end of the "Teaching for understanding..." article and complete it for your Field Experience classroom (25 points)
 - Be ready to share your findings during the last class on November 30, 2017 (25 points).
- Evaluation: Rubric

Evaluation

This semester, my goal for you is to transition from successful university student into a professional educator. It's no longer about checklists of assignments completed. Now it's about equipping yourself to think and act like a professional educator. Research shows that teachers make thousands of decisions every day that directly impact the children in their care. To be able to make those decisions wisely, you must have an understanding of the learning process and what constitutes effective instruction -- something we call "Best Practice." It's not about flying by the seat of your pants, but rather "Are you developing the tools, both academically and professionally, you will need to make those on the spot decisions when a child's future is in the balance?"

1. Professionalism. In this course, everyone begins the semester with 50 points for professionalism, the maximum for exemplary professional behavior. Example of ways that loss of points can occur include

- absences
- tardies
- unfinished or poorly prepared work
- failure to participate in online and face-to-face discussions
- poor communication between your colleagues or mentor teachers
- negative attitudes
- gossiping
- cell phone for personal use during class time
- lack of initiative
- leaving mentor teacher or tutorial early or coming late
- rudeness
- dishonesty
- other unprofessional behavior

The amount of professionalism points deducted depends of the frequency and severity of the action. Loss of most or all professionalism points will result in the submission of a note to the College of Education's Professional Concerns Committee. Solely the professor and your mentor teachers determine the final total of professionalism points.

NOTE: If all professionalism points are lost, the final grades for READ 4310 cannot be higher than a D. Guard these points carefully. Below is a rubric that explains the deduction of professionalism points.

PROFESSIONALISM POINTS RUBRIC

Possible Cause of Deduction of Professionalism Points	Possible Point Deduction Per Occurrence	Actual Points Deducted
Absence	5 points	
Tardy/leave early	3 points	
Failure to participate during class	3 points	
Late posting assignments to Blackboard or turning in assignments in class	5 points per day late	
No rubric on turned in assignment	5 points	
Inappropriate behavior (e.g. talking about things not related to the topic of discussion or working on something not related to the topic of discussion)	5 points	
Use of cell phone not for instructional purposes without permission	5 points	
Dishonesty	10 points	
Inappropriate Behavior in Mentor Teacher's Classroom (e.g. not being prepared)	10 points	
Inappropriate Behavior with other SHSU student(s) (e.g. completing your part of a group activity)	5 points	

Inappropriate Behavior with professor (e. g. arguing)	5 points	
Other Unprofessional Behavior	5-10 points	

2. Attendance. This is a “hands-on” course in which many of the instructional techniques are demonstrated in class and are debriefed in large and small group discussions. Your participation and contributions are vital to your success. Therefore, regular and punctual attendance is expected. Attendance also demonstrates a level of responsibility and commitment that is expected of a professional and that employers are looking for.

- **For each absence (no matter the reason), five points will be deducted from your professionalism points. Tardies and early departures are recorded and three points are deducted.**
- **The following procedures are for absences during class time:**
 - Notify me by email prior to or on the day of the absence.
 - Contact a student in the class to catch up on work that was completed in class and any work due for the next class.
 - Designate a student to collect handouts/materials received during your absence.
 - Complete the assignments that are due and turn in via email or bring to the next class (whichever is applicable to the assignment).
 - Any missed in-class group work may not be made up.
- **If you are assigned to me as your supervisor for field experience, you must contact me and your mentor teacher (if applicable) via email if you are going to be absent. Please cc me on the email to your mentor teacher.**

3. Assignments/Grading. All assignments must be completed and are due at the beginning of the class period on the date assigned or by the specified time for on-line submission. Five points will be deducted from Professionalism points per day late. Assignments **WITHOUT** rubrics will also reduce Professionalism Points **by 5 points**. Grades for assignments not submitted on time/date will be reduced 10% for each day late.

4. Points:

*Professionalism	50
Readings for class:	
Discussions	25
Reading Logs	25
Curation Project	50
Book Share	50
Six Word Memoirs	50
Letter-Essay About Literature	50
Word Cloud Project	50
20% Time/Genius Hour Project	50
*Field Experience Journal:	
Classroom Observation Form	25
Reading Log for “Teaching for understanding...”	25
Checklist from “Teaching for understanding...”	25
Presentation of Field Experience Journal	25

TOTAL POINTS 500

*Field experiences = 150/500 points

500-450 = A

449-400 = B

399-350 = C

349-300 = D

299 and below = F

The instructor reserves the right to alter course requirements to better meet the learning needs and maturity levels of the pre-service teachers.

Schedule – See the Assignment Matrix

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](#)
 - All cell phones will be turned to vibrate during class time unless you have my permission to use your phone as an instructional tool. Professionalism points will be deducted if cell phones ring, vibrate, or are used to text or make a phone call during these times.
- 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.

Bibliography:

Websites

<http://www.literacyworldwide.org/>

This is the website for the International Literacy Association. This respected organization offers outstanding journals, conferences, and current information about literacy.

<http://www.readwritethink.org/>

Read Write Think provides educators and students access to the highest quality practices and resources in reading and language arts instruction.

<http://teachingenglishlanguagearts.com>

A website developed by Anna J. Small Roseboro dedicated to literacy.

<http://interdys.org/>

This is the website for the International Dyslexia Society. This organization provides resources for professionals and families dealing with individuals with reading disabilities.

<http://www.tea.state.tx.us/index.aspx>

Texas Education Agency—information about TEKS and the STARR test are located here.

http://www.thomasarmstrong.com/multiple_intelligences.htm

Multiple Intelligences website.

<https://www.cultofpedagogy.com/blog/>

This website is made by teachers for teachers and is on the cutting edge of new and innovative

research and practice.

Journals

Journal of Adolescent & Adult Literacy
The Reading Teacher
Reading & Writing Quarterly
Intervention in School and Clinic Reading Improvement
Language Arts
Voices from the Middle
Mathematics Teacher
Mathematics Teaching in the Middle School
Middle School Journal
Journal of Science Teacher Education
Journal of American History
OAHS Magazine of History
Educational Leadership
Library Media Connection
Science Scope
The Science Teacher

Books

- Allington, R. (2015). *What Really Matters for Middle School Readers*. Upper Saddle River, NJ: Pearson.
- Atwell, N. (2015). *In the Middle: A Lifetime of Learning about Writing, Reading, and Adolescents* (3rd ed.). Portsmouth, NH: Heinemann.
- Fisher, D., Brozo, W. G., Frey, N., and Ivey, G. (2015). *50 Instructional routines to develop content literacy* (3rd ed.). Boston, MA: Pearson.
- Fisher, D., & Frey, N. (2012). *Improving adolescent literacy: Content strategies at work* (3rd ed.). Boston, MA: Pearson.
- Haas, L., Durham, P., & Williams, J. (2015). *Becoming fluent in the language of content: Developing strategic readers to be critical consumers of information*. Dubuque, IA: Kendall Hunt.
- Thompkins, G. A. (2010). *Literacy in the middle grades: Teaching reading and writing to fourth through eighth graders* (2nd ed.). Boston, MA: Pearson.
- Zygouris-Coe, V. I. (2015). *Teaching discipline-specific literacies in grades 6-12: Preparing students for college, career, and workforce demands*. New York, NY: Routledge.

Professional Organization Membership: You will want to consider joining the professional organization relevant to your content area. You will have access to a plethora of resources.

A student membership (\$20-\$40 depending on **your discipline**) in your content area's national professional organization:

National Council of Teachers of **English** (NCTE) <https://secure.ncte.org/store/individual-membership>

National Council of Teachers of **Social Studies** (NCTSS)
<http://www.socialstudies.org/membership>

National Council of Teachers of **Mathematics** (NCTM) <http://www.nctm.org/membership/>

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.