Sam Houston STATE UNIVERSITY

Reading 4088- Multidisciplinary Literacies
Fall, 2017
Reading 4088 is a required course for all EC-6 candidates and for EC-6 Certification
College of Education
Department of Language, Literacy & Special Populations

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Office hours: Please email to set up an appointment to meet with me. If there is an emergency, you may contact one of the other methods instructors or the Department of Language, Literacy & Special Populations at (936) 294-1108.

Day and time the class meets/Location of class: Online/Blackboard

Course Description:
This course emphasizes analysis, synthesis, and evaluation for the teaching of multidisciplinary literacies in grades EC-6. Preservice teachers apply content specific literacy skills and strategies designed to enhance students' reading, writing, listening, speaking, and thinking. A variety of materials are used to develop the process of teaching inquiry and research.

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

Essential: Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Important: Learn to apply course material (to improve thinking, problem solving, and decisions)

Textbooks:
Haas, L., Durham, P., & Williams, J. (2016). Becoming fluent in the language of content: Developing strategic readers to be critical consumers of information. Dubuque, IA: Kendall Hunt. ISBN-13: 978-1465292193/ISBN-10: 1465292195

https://he.kendallhunt.com/product/becoming-fluent-language-content-developing-strategic-readers-critical-consumers-information
(This link provides you with information about the eBook that is available at a cheaper price.)

Course Format:
This course consists of in-class activities, readings from the textbook, investigations of textbooks, Internet and other media, out of classroom projects and candidates' presentations. It is very important that the candidates see the connections between the content of this class and the work they do during their field experiences.

Couse Content:
Objective 1: The candidate demonstrates knowledge in the purposes for using multidisciplinary literacies.
Objective 2: The candidate analyzes informational texts for structure, features, genres, and content for instructional purposes.
Objective 3: The candidate identifies and describes strategies that support learning content material through listening, speaking, writing, thinking, and reading.
Objective 4: The candidate designs and implements instruction using multidisciplinary strategies to increase content learning for all students.
Objective 5: The candidate uses instructional and informational technologies to support multidisciplinary literacies.
Objective 6: The candidate uses the inquiry process to explore, analyze, and synthesize information to create an authentic piece of informational text.

A general outline of the course will follow this tentitive outline:

Week 1	Developing a Framework for Teaching Nonfiction through the Five Literacies
Week 2	Strategies for Supporting Content Comprehension- Front Loading Lessons
Week 3	Matching Nonfiction to Students' Interests and Needs and Text Sets
Week 4	Evaluating and Selecting Informational Texts- Access Features
Week 5	Navigating through Organizational Structures of Informational Text
Week 6	Strategies for Reading Informational Text
Week 7	Reading and Writing Discovery Circles
Week 8	Discovering Digital Literacies
Week 9	Navigating through Digital Literacies
Week 10	Approaches for Writing Informational Text- Organizing for Research
Week 11	Exploring Multigenre approaches to Writing Informational Text
Week 12	Research Approaches- The Inquiry Process/ Gathering Data
Week 13	Research Approaches and Writing Informational Text- Student Publishing Informational Text
Week 14	Deconstructing and Analyzing Finished Products
Week 15	Presenting Research Reports and Text Sets

Course Requirements:
- Assignments: All papers must be word processed, double spaced, and spell checked. Cite references where applicable. All assignments will be turned in via Blackboard. Assignments must be in .doc format. If an assignment is not able to be opened due to a wrong file format, it will be counted as late. Please check that the upload was successful and correct format.
- Late assignment policy- Please pay special attention to observe the due dates for each of the assignments. If you are aware of problems or special situations **BEFORE** the due dates,

contact the professor for special arrangements. **If your work is submitted later than the day specified, the following points are deducted from the assignment**:
1. Up to 24 hours-25% of the total assessed points are deducted.
2. 25-72 hours-50% of the total assessed points are deducted.
3. *After 72 hours,* late assignment will **NOT** be accepted.

- Absences: An absence will be counted after 10 days of failing to login to the course through Blackboard (If you go 10 days without logging in that equals 1 absence). On the second absence, 20 points will be deducted from final grade. More than two absences will result in failing the class. If you have any reason for being gone past this amount, you will want to withdraw from the class and retake it at a more manageable time.
- Student Syllabus Guidelines with link - http://www.shsu.edu/syllabus/

Expectations:

Candidates are expected to read the course textbook. Because of the time constraints of the class, not all material from each chapter can be covered during the class period. However, each candidate is responsible for the information in all assigned chapters. Be sure to read and review the textbook response format.

Ground rules for Professionalism:
Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to precede, so that we may refer directly to them if the situation arises.

1. Respect
   - We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts, and beliefs.
   - When speaking of an occurrence or relaying one's experience outside the class refrain from disclosing identities of those involved.
   - Show courtesy.
2. Comfort
   - Students and professor should work together to make a safe, respectful, and comfortable atmosphere for associating.
   - I will not ask you to take any risks in class (such as sharing your own experience) that I am not willing to take myself. We are in this together!
   - No question is stupid! We all learn differently.
3. Honesty
   - You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
   - All work you submit must be your own. If you use someone else's words or work other than your own, please use the appropriate citation.
   - World Wide Web – Any work you find on the web must be cited. Provide the URL and the name of the website and the date it was accessed. Lessons found on the Web **must be adapted and modified (using proper citations)** for your personal use.

NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

"NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008)." The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf

http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in 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 preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.

Enhancing The Future
Through Educator Preparation
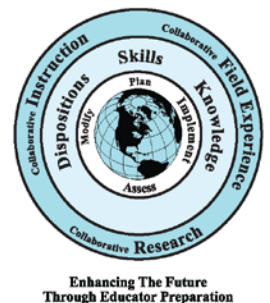
The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

Knowledge Base (CF1)
Technological Learning Environment (CF2)
Communication (CF3)
Assessment (CF4)
Effective Field Experience with Diverse Learners (CF5)
Web link on *Educator Preparation Services* site for **_Conceptual Framework_**:
http://www.shsu.edu/~edu_edprep/

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SHSU Dispositions and Diversity Proficiencies

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

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced programs in prescribed courses.
 (*Please provide additional information for the candidate if the DDP is administered during your course.*)

College of Education Information:
Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix:

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S - SPA Standard Alignment TS—Texas Educator Standards/ Competencies CF-Conceptual Framework Indicator N—NCATE Knowledge and Skills Proficiencies by indicator

Objective 1: The candidate demonstrates knowledge in the purposes for using multidisciplinary literacies.	In class discussion Strategy Lesson Lesson Plans Textbook readings	Class and strategies activity participation Rubric for lesson plan	S- 7.1, 7.3, 7.4 TS- 7.2k, 7.2s, 7.3k, 7.3s, 7.4k, 7.4s, 7.7k, 7.8k.7.8s7.10k, 7.10s, 7.11k, 7.11s, 7.15k, 7.17k, 7.18k, 7.19k CF- 1, 3, 5 N- 2.1, 3.1,3.1, 3.2, 3.3, 3.4
Objective 2: The candidate analyzes informational texts for structure, features, genres, and content for instructional purposes.	In class discussion Textbook Readability Estimate Nonfiction Book Analysis Assignment Content Literacy strategy 2 (textbook/article)	Readability estimate Textbook checklist rubric Nonfiction Book Analysis Rubric Strategy lesson rubric	S- 5.2 CF- 1, 2, 3, 4
Objective 3: The candidate identifies and describes strategies that support learning content material through listening, speaking, writing, thinking, and reading.	Chapters 3 & 8 In class discussion/activities Text Set Nonfiction Book Analysis Assignment Content Literacy strategy 2 (textbook/article)	Text Set Rubric Nonfiction Book Analysis Rubric Strategy lesson rubric Discovery Circle participation	S- 5.2 CF- 1, 5 N- 3.1, 3.4
Objective 4: The candidate designs and implements instruction using multidisciplinary strategies to increase content learning for all students.	In class discussion and activities Lesson Plans Semantic Feature Strategy chart	Strategy lesson rubric Participation Semantic Feature Strategy chart	S- 6.6 TS- 5.5k, 5.6k, 5.5s, 7.8s, 7.13k, CF- 1, 3 N- 2.1, 3.1, 3.4
Objective 5: The candidate uses instructional and informational technologies to support multidisciplinary literacies.	Textbook Chapter reading Text Set Assignment	Text Set Rubric	S- 5.7 TS- 7.24k, 12.2k, 12.5k, CF- 1, 2, 3, 5 N- 3.1, 3.2, 3.3, 3.4

Objective 6: The candidate uses the inquiry process to explore, analyze, and synthesize information to create an authentic piece of informational text.	Textbook readings In class discussion/activities Lesson Plans Class Activities Investigative Reporting and Informational Book project	Strategy lesson rubric Participation Semantic Feature Strategy chart Rubrics for Lesson Plans Reporting and book Rubric	S- 3.2, 3.4,9.0 TS- 5.9k, 7.23k, 8.8k CF- 1, 2, 3, 4, 5 N- 3.2, 2.1, 3.1, 3.4

NCATE Unit Standards
http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf

http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4

State Standards: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp

Web address for *specialty organization standards*: _____

Web link on *Educator Preparation Services* site for ***Conceptual Framework***:
http://www.shsu.edu/~edu_edprep/

Course Content: Candidates will learn to use all forms of literacy to enhance content area learning.

Assignments:

A. **Class attendance and participation:**
In order to socially construct knowledge, I need all class participants to be present and actively involved in discussions. I believe we are all learners – so let's learn together. Class participation is vital. You will receive 30 professional points for your academic and professional participation.

B. **Course reflections submitted on Blackboard:**
You will prepare a written response **two** times during our course reflecting on content and growth. The responses will be due as stated on the tentative schedule at 11:59 p.m.

Course responses will not be accepted after the date they are discussed as a class.

Reflection format (**double spaced 12 pt font**)
- A three – five sentence summary of the course to date reflecting on class discussion/lecture/activities and assigned reading material (5pts)
- A minimum of 5 bulleted major points from thus far, written in complete sentences. (5pts)
- Your personal response to the ideas thus discussed in the course. This should include any "Wows!", "AH Ahaas!", or "Wonders!" you had during the reading. This should be thoughtful and specific. Do not include blanket statements without a validating sentence

of explanation. I want to see that you are growing as a Content Literacy teacher and that you are beginning to take ownership of the content as well as visualizing yourself as teacher—not a student (10pts).

C. Nonfiction Book Analysis
- Select a content related nonfiction topic/subject for both books. Both books need to be about the same topic.
- Follow the guidelines listed in the syllabus for formatting assignments (Font size 12/double spaced/.doc format).
- Include with the summary a digital image of the book you have chosen along with a few pages of the book.

    Nonfiction Book Analysis (MUST REFER TO RUBRIC AS WELL)
- Select TWO nonfiction books using the selected topic/subject. One will be approximately grades K-2 and the other will be 3-6 reading level.
- Include the following with justification (refer to rubric):
  - Detailed summary
  - What type of nonfiction?
  - How is the book organized?
  - What access features are presented?
  - Are there visuals, if so what type and how are they useful?
- **Refer to rubric and example provided**

D. Content Language Literacy strategy lesson write up 1 and 2 Submitted on Blackboard

- You will use a grade level and topic related to Social Studies, Math, or Science of your choice
- Use the Content Language Literacy Strategy lesson template and the selection of strategies provided on Blackboard (refer back to semantic feature analysis chart). Select two of the following to create:

Content lesson Write Up 1: There will be a content lesson plan for science/math/social studies provided with NO literacy strategies. Your job is to select, incorporate, and justify using a strategy type listed from the Developing Content Language Checklist.
Select one type from below:

- A detailed front loading/back loading strategy for setting purpose and interest for content learning or providing validation for learning.
- A detailed vocabulary activity for supporting the acquisition of content language found in the subject matter of the literature.

Content Lesson Write Up 2: Using the content lesson 1, you will design:
- A detailed reading strategy for a textbook or child appropriate article or section of a nonfiction book for navigating nonfiction as a reader that supports the content to be read.
- **Refer to Rubric provided**

E. Investigative Inquiry and Informational Book project

The research report is a very important part of classroom students' learning of nonfiction material. You will be presented with information on successful ways for students to incorporate nonfiction text features into the process of report writing via Blackboard. Course students will work in pairs on organization to complete this project in class as well as out of class. Project will include investigating a topic and going through the writing process to publish an informational text. Pairs will then submit the final product of the process and present.

Rubric provided

F. Content Area Textbook Evaluation (hard copy submitted in class)

You will need to obtain a current (within the past 5 years) content area textbook (social studies or science.) for grades 1-6 (only need to select one textbook). You can locate a book at a school campus or a used book store, as well as on the main campus. If you are in a grade level that does not use a textbook, you will need to visit another grade level to use their textbook TE. You do not need to bring the actual textbook to class. **Refer to analysis sheet provided.**

G. Text Set
Text sets are a collection of books and reading materials that you will use for a specific topic, unit or theme to be taught. The reading materials consist of picture books, chapter books (historical fiction, realistic fiction, fantasy, etc.), informational books, poems, magazines, reference books and newspaper articles related to the topic or unit. The text set for this course should consist of five related texts. You must submit an annotated list of the reading materials.

This must be typed and should include (**see rubric for exact order and more information**)**:**
- Topic, Unit or Theme (i.e. weather)
- Grade level
- Content areas covered (i.e. science, math, social studies, health, etc.)
- List the TEKS for this unit/grade. All TEKS addressed by the text set for **all** subjects for a particular grade level. Depending on your topic, look in language arts and your content area.
- Full publication information for each book, poem or website; **use APA format**
- A brief summary of the book or material (this should be in your own words not copied from any other source. This write up should not be longer than one paragraph – six to ten sentences). A brief summary of how you intend to use this in the unit to support content literacy (six to ten sentences) and/or content literacy strategy.

Components of the Text Set:

- Two fiction books (chapter or picture) related to content
- One informational books with analysis of nonfiction features (can use the two previously selected in the Nonfiction Book Analysis project)
- One copy of a magazine/newspaper article (child appropriate)

- o A detailed description of a Content language literacy strategy to support reading of the text.
- One website for children's use
  - o Detailed description of how it is to be used with the text set.
  - o For website provide the URL, "screen shot" of selected page and a brief description of what the site has to offer
- One Poem or other genre type of your choice
- Copy of a content textbook section to match theme that was used in actual classroom. If you are in K-1, you may use a section from a Survey or Specialized book. A detailed description of a Content language literacy strategy to support reading of the text.

H. Subject/content matter reflection- reflection project created by you and submitted online.

Course Evaluation:

I take the evaluation and grading of your work very seriously, and I know you work very hard to do your best in your courses. While it may take me a little longer to read your work and return it to you, I read papers more than once before assigning a grade to them.

Grades will be determined according to the following:

Course reflections (20 pts each)	**40**	**points**
Professional and academic participation	**30**	**points**
Nonfiction Book Analysis	**100**	**points**
Content Language Literacy Strategy Write ups	**150**	**points**
75 pts 1st strategy		
75 pts 2nd strategy		
Content Area Textbook Evaluation	**25**	**points**
Text Set	**120**	**points**
Investigative Inquiry/ research report	**100**	**points**
50 pts for Investigative Inquiry folder		
50 pts for final project/presentation		
Subject matter reflection	**50**	**points**
Total	**615**	**points**

PLEASE NOTE:
Grades in the class are a product of your progress and ingenuity. It is essential that you demonstrate your growth this term through attendance, participation, work in class assignments, and projects. Unless a substantiated medical reason exists, absences will result in a lowered grade.

Grades reflect the professional level of the final submissions:

A (615-554); B (554-492); C (491-431)

NOTE: A GRADE BELOW A "C" IS UNACCEPTABLE FOR THIS COURSE.

Other Required Syllabi Elements:

Student Syllabus Guidelines

SHSU Academic Policy Manual -- Students
- o **Procedures in Cases of Academic Dishonesty #810213**
- o **Disabled Student Policy #811006**
- o **Student Absences on Religious Holy Days #861001**
- o **Academic Grievance Procedures for Students # 900823**

SHSU Academic Policy Manual – Curriculum and Instruction
- o **Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728**

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:

Alvermann, D.E., Swafford, J., Montero, M.K., (2004). Content area literacy instruction for the elementary grades. NY: Allyn & Bacon.

Buehl, Doug. (2001) *Classroom Strategies for Interactive Learning.* International Reading Association: Newark, Delaware (ISBN 0-87207-284-3)

Buehl, Doug. (2006). Think alouds: The A-B-C's of coding text. Retrieved October 18, 2006, from http://wilearns.state.wi.us/apps/Print.asp?ap=&cid=610

Fisher, D., Brozo, W.G., Frey, N., & Ivey, G. (2007). *50 Content Area Strategies for Adolescent Literacy*. Upper Saddle River, NJ: Pearson.

Daniels, H., Zemelman, S., & Steineke, N. (2007). Content area writing: Every teachers guide. Portsmouth, NH: Heinemann.

Duke, N. (2004). The case for informational text. *Educational Leadership*, *61*(6), 40-42.

Robinson, K. (2006). Schools kill creativity. Video posted on TED, archived at http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html

Tovani, Cris. (2002). *I Read It But I Don't Get It*. Stenhouse Publishers: Portland, Maine

www.reading.org/General/AdvocacyandOutreach/SIGS/ContentAreaSIG.aspx

www.literacy.uconn.edu/contlit.htm