READ 4215- Multidisciplinary Literacies
Spring, 2017
READ 4215 is a required course for all EC-6 candidates and for EC-6 Certification
College of Education
Department of Language, Literacy & Special Populations

Instructor: Wally Barnes, Ed. D.

Office hours: by appointment. Please email me at asc_twc@shsu.edu to schedule a time. If there is an emergency, you may contact me at 936.202.5102 or 713.480.9316.

Day and time the class meets: Thursday – 5:30pm-7:20pm

Location of class: SHSU-TWC 240

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)

Textbook:
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 9781465292193

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 student presentations. Interdisciplinary studies majors should make valuable connections between the content of this class and student engagement during field experiences, student teaching, and as professional educators.

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.

The course will follow this tentative 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 Multi-genre 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, spell checked. All assignments must follow APA style and format guidelines. Where noted in the tentative schedule, assignments will be turned in via Blackboard. Assignments must be in .doc or .docx format. If an assignment cannot be opened due to a wrong file format, it will be counted as late. Please check that the upload was successful, and the file format was correct.

  o **Late assignment policy –** Please be mindful of due dates for each of the assignments. If you are aware of problems or special situations **BEFORE** the due date, please call or email me at least 48 hours before the assignment is due. **Please note:**
    - If your work is not submitted on the due date, you will be allowed to submit the assignment at the beginning of the next class (one week) with a 20% deduction.
    - If your work is not submitted at the beginning of the next class, you will receive a zero for the assignment.

- **Absences:** 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 missing more than two classes, you should withdraw from the class and retake it at a more manageable time.

- **Late Arrival or Early Departure:** As a professional educator, you will be required to be at school and be ready to begin class when the bell rings. As a senior-level, pre-service educator, you are expected to be in class and prepared to begin at the time class is scheduled to begin. The occasional late arrival or early departure (one or two minutes) will occur. Please note—three late arrivals or early departures (five to 15 minutes) will result in a 10-point reduction of your final grade. Every late arrival or early departure thereafter will result in a 10-point reduction.

- **Cell phone usage:** I expect you to be a responsible professional with regards to your cell phone use during class. All phones should be put on silent and put in your purse, bag, or backpack when class begins. Texting during class is distracting to others. If you have an emergency, please let me know. If cell phone issues become excessive, I will address them privately. If the problem persists, a 10-point deduction from professionalism points will occur.

- 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.

Community of Learners Guidelines:
Although I am certain most of you are clear about what democratic deliberation and civil discussion entails, I want each member in our community of learners to be mindful of our responsibilities to ourselves and each other. We will refer directly to these ground rules if the situation arises.

1. Respect
   - We are not always going to agree or see everything the same way; each member of our learning community has a right to and responsibility for his or 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.
   - Always treat learning community members in a kind, courteous, professional manner.

2. Safe Learning Environment
   - Students and professor should work together to make a safe, respectful, and comfortable atmosphere for all members of the learning community.
   - I will not ask you to take any risks in class that I am not willing to take myself, such as sharing your own experiences. We are in this together!
   - Please be confident and ask questions; we all learn at different paces and by asking questions!

3. Honesty
   - You should feel comfortable and respected in our community of learners to allow you the opportunity to speak honestly about your thoughts, ideas and opinions.
   - To exhibit personal academic integrity, any information retrieved from the Internet must be referenced. Lessons retrieved from the Internet **must be adapted and modified** for your personal use, and you should **include references per APA format guidelines**.
   - Ex:
     Seitz, S. K. (2017). *Weather: A journey in nonfiction.* International Literacy Association: Retrieved from http://www.readwritethink.org/classroom-resources/lesson-plans/weather-journey-nonfiction-219.html

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.

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 (CF 1)
Technological Learning Environment (CF 2)
Communication (CF 3)
Assessment (CF 4)
Effective Field Experience with Diverse Learners (CF 5)
Web link on *Educator Preparation Services* site for ***Conceptual Framework***: http://www.shsu.edu/~edu_edprep/

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,	In class discussion Textbook Readability Estimate	Readability estimate Textbook checklist rubric	S- 5.2 CF- 1, 2, 3, 4

	genres, and content for instructional purposes.	Nonfiction Book Analysis Assignment Content Literacy strategy 2 (textbook/article)	Nonfiction Book Analysis Rubric Strategy lesson rubric	
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. Professionalism (100 points)
To socially construct knowledge, all learning community members must be present in class and actively involved in discussions. We are all learners—so let's learn together. <u>Class attendance is **mandatory** and absences will negatively impact your learning and your total course grade.</u> Attendance is critical for this course. **You are allowed one absence.** Class participation is vital. You will receive 100 professional points for your academic and professional participation.

B. Nonfiction Book Analysis (hard copy submitted in class with books) (100 points)
- Select a content related nonfiction topic/subject for both books.
- Follow the guidelines listed in the syllabus for formatting assignments (**Word Document**, **Times New Roman, double-spaced, 12 pt. font**).
- Include with the summary a digital image of the book you have chosen.

  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 provided**

C. Field Content Literacy Strategy Lesson (100 points)
You will include a content literacy strategy for a methods lesson for Social Studies, Math, or Science and include one or more of the following:
- 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.
- A detailed reading strategy for a textbook/child appropriate article for navigating nonfiction as a reader that supports the content to be read.
- You will hand in your methods lesson plan for Social Studies, Math, or Science with a detailed content literacy strategy.

  Rubrics will be provided for all assignments.

D. Investigative Inquiry and Informational Book Project (150 points)
The research report is a very important part of classroom students' learning of nonfiction material. During class you will be presented with information on successful ways for students to incorporate nonfiction text features into the process of report writing. Course students in pairs will work 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 in class.

  Rubric provided

E. Content Area Textbook Evaluation (hard copy submitted in class) (100 points)
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 the field base campus you will be at or try a used book store, as well as on the main campus. It does not need to be a textbook from the grade you are doing your field base. 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.**

F. Text Set (150 points)
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 reference format guidelines**
- 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 informational books with analysis of nonfiction features (can use the two previously selected in the Nonfiction Book Analysis project)
- Two fiction books (chapter or picture) related to content
- One copy of an article from a periodical for children
    - A detailed description of a content language literacy strategy to support reading of the text.
- One website for children's use
    - Detailed description of how it is to be used with the text set.
    - 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.

G. Final Reflection (100 points)

- In this paper, you will reflect on your entire semester in READ 4215. The four important areas you that you need to critically discuss are: (a) what did I learn about myself, (b) what did I learn about my classmates, (c) what did I learn about teaching as a profession, and (d) how can I use all of this information to enhance my academic endeavors. This paper should be a minimum of 4 typed pages and not more than 5 typed pages.

Course Evaluation:
I take the evaluation and grading of your work seriously, and I know you work diligently 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.

Grade: Calculated by the total number of points as listed in table:

Points	Grade
720 – 800	**A**
640 – 719	**B**
560 – 639	**C**
Below 560	**F**

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 on 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 (720 – 800); B (640 – 719); C (560 – 639)

NOTE: NO GRADE BELOW "C" IS ACCEPTABLE FOR THIS COURSE.

GRADING SCALE CRITERIA

A = Excellent. All work is completed in a professional manner and contains evidence of effort and accomplishment. The work is professional and complete in content and appearance.
B = Good. All work is completed proficiently and contains evidence of effort and accomplishment. The work is complete in content and appearance.
C = Average. The work is complete. The work contains all required parts but lacks evidence of time and effort.
F = Failing. The work is inadequate or incomplete.

Other Required Syllabi Elements:

ACADEMIC DISHONESTY:
All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: Dean of Student's Office

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:
Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20…." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:
http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

STUDENTS WITH DISABILITIES POLICY:
It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see:
http://www.shsu.edu/~vaf_www/aps/811006.pdf

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. Students wishing to audit a class must apply to do so through the Registrar's Office.

References

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