

Content Literacy, CISE 4378 02, CRN 22753

Course Syllabus, Spring 2018

A required course for Music Education majors within the Secondary Course Sequence,
College of Education, Department of Curriculum and Instruction

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Office Hours: MW 1:00-2:00 pm; other times by appointment

Class Meetings – School of Music Room 201, Wednesday 7:00-9:50 p.m.

Assignments

Detailed instructions for each assignment can be found on Blackboard in the document "Assignments for CISE 4378 02."

Assignment #1: Preliminary Checklist

Due by midnight on Sunday, January 28.

Assignment #2: Dyslexia

Due by midnight on Sunday, February 4.

Assignment #3: ELPS Summary

Due by midnight on Sunday, February 25.

Assignment #4: Journal – ELPS Articles

Due by midnight on Sunday, March 25.

Assignment #5: ELPS Lesson Plan, must be completed with a partner

Due by midnight on Sunday, April 8.

Assignment #6: ELPS Language Acquisition Strategy, must be completed with same partner from Assignment #5

Due by midnight on Sunday, April 22.

Reading Labs

To fulfill the requirements for Content Literacy CISE 4378, students must successfully complete nine (9) Reading Laboratory Sessions. Students will be required to complete three (3) of these Reading Laboratory Sessions while they are enrolled in:

Conducting I

Conducting II

Content Literacy

Failure to complete the nine Reading Laboratory Sessions will result in a grade of Incomplete.

Reading Labs for Spring 2018

Band

Thursday, February 1, 7-9 pm (202)

Friday, February 23, 12-1:50 (201)

Wednesday, February 28, 7-9 pm (201)

Wednesday, March 28, 7-9 pm (201)

Wednesday, April 25, 12-1:50 pm (201)

Friday, April 27, 12-1:50 (201)

Choir

Tuesday, January 30, 5:30-7:30 pm (216)

Monday, February 5, 5-7 pm (202)

Tuesday, February 13, 5:30-7:30 pm (216)

Monday, February 19, 5-7 pm (202)

Monday, April 2, 5-7 pm (202)

Monday, April 9, 5-7 pm (202)

Wednesday, May 9, 5-7 pm (202)

Orchestra

Tuesday, February 13, 12:30-1:50 (Concert Hall)

Wednesday, February 21, 5-7 pm (202)

Monday, February 26, 5-7 pm (202)

Thursday, March 1, 12:30-1:50 pm (Concert Hall)

Wednesday, April 4, 5-7 pm (202)

Monday, April 16, 5-7 pm (202)

Monday, April 23, 5-7 pm (202)

Course Description

Students will learn to determine pupil's needs and abilities in content area reading and writing through the use of assessment instrument and will plan instructional strategies appropriate to their needs within specific secondary teaching fields. Field experiences in secondary public high schools required. Prerequisites: Admission to Secondary Methods Block

IDEA Objectives

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

- Essential: Learning to apply course material (to improve thinking, problem solving, and decision)
- Important: Gaining factual knowledge *terminology, classifications, methods, trends); Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

TK20 Account statement

- TK20 Account required for this course
- TK20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession
- <https://tk20.shsu.edu/>

Course Format

- readings from the text
- use of library resources such as newspapers, journal articles, trade books, and the internet to find reading resources
- tests
- discussion in class and on Blackboard
- small group activities
- preparation of reading activities
- preparation of artifacts contributing to the Teacher Capstone Portfolio
- teaching three lessons in mentor classroom

Course Content:

The ability to use reading, writing, speaking, and listening processes to learn subject matter across the curriculum is a necessary skill for every secondary student. The effective teacher must understand the transactional nature of learning with text and be able to use a variety of practical, theory-based teaching strategies that scaffold instruction in ways that guide and support content literacy and learning. The effective teacher must be able to make authentic assessments of student learning.

Course Requirements:

- **Late assignment policy.** All assignments must be turned in by the start of class on the day that they are due in order to get full credit. If it is turned in any later, **10 points** will be deducted from the grade for that day and each calendar day it is late. You cannot resubmit assignments for a higher grade if they have been turned in late.
- **In the event of an absence, students are still responsible for submitting any assignments due.** These assignments must be submitted by the class meeting date and time and may be submitted electronically via email as a clearly labeled Word file with your first and last name in the extension, along with the assignment title. Daily grades are given for in-class assignments. Daily work cannot be made up, so attendance is essential.
- **Assignment Re-Dos.** 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, that **resubmission must be made on the following class day.**
- **Time requirement.** The 12 hour Methods Block requires a total of 80 hours of field experience. These will be planned within our course schedule. In addition, you will need to attend a total of 5 hours of extra-curricular, outside of the classroom activities. Each activity can only be counted as one hour, and you should have 5 different activities. For example, you can attend a teacher planning meeting, a parent-teacher conference, and a football game for three of your activities. Each can only be counted once and as only one hour at the most.
- **Professionalism policy.** Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.

- **Cell phones and PDAs.** Please leave all cell phones and PDAs turned off during class sessions. If a student is in an emergency situation and needs to have the cell phone turned on, please inform the instructor prior to the beginning of class.
- **Laptop computers.** Students may only have laptop computers out when provided time in class to work on an assignment. Otherwise, laptops should be put away during class sessions.

Attendance Policy

This is a combination of online study and lecture classes, so it is essential for you to attend class meetings. The SHSU attendance policy allows you one absence without receiving a penalty. Absences, tardies, or early exits will be documented each day.

Candidates are to sign in on the roll sheet provided at the beginning of each class. It is the candidate's responsibility to sign in. This is how attendance will be marked. The professor does not have to credit any absences recorded because the candidate failed to sign in.

After two absences, a letter will be sent to the Chair of the Department of Curriculum and Instruction. This letter will be added to your file. After three absences, 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. Student should discuss each absence with the instructor. Tardies and early exits are defined as 15 minutes. If a candidate is fifteen minutes or more late to class or leaves class fifteen minutes or more before class is over, and absence will be recorded. A candidate who shows a pattern of being a few minutes late (but less than 15) will be notified that continuation of that pattern will result in being counted absent and that procedures for being absent will be followed.

Student Interaction Policy

- DO NOT communicate with any public school student inside or outside school unless it concerns academics or classroom learning
- DO NOT text students, email students, or access student MySpace or Facebook pages
- DO NOT call students on their cell phones or home phones
- Contact with students outside of school is prohibited
- DO NOT give students rides or socialize with them or their families

Academic Misconduct/Dishonesty:

The Faculty of Sam Houston State University expects students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the University. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion (the unauthorized collaboration with another person in preparing work offered for credit), the abuse of resource materials, and misrepresentation of credentials or accomplishments as a member of the college.

The University's policy on academic honesty and appeal procedures can be found in the manual entitled Student Guidelines, distributed by Division of Student Services (Reference Section 5.3 of the SHSU Student Guidelines).

The following is Sam Houston State University official policy as stated in the student handbook:

Proper Classroom Demeanor/Rules of Conduct:

" Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Please turn off or mute your cellular phone and/or pager before class begins. Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking among each other at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a, minimally, a directive to leave class or being reported to the Dean of Students for disciplinary action in accordance with university policy."

Phones should not be used for communication or any other purposes during rehearsals and performances, e.g. texting, social networking, internet surfing, photography, recordings, etc.

Special Notification for all students:

Any student with a disability that affects his/her academic performance should contact the

Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.

Each student working in collaboration with the SHSU Counseling Center with this issue should speak directly with the conductor in order that the conductor and student performer may resolve any problems or reduce any barriers (seen or unseen, known or unknown) to the student to assist in the successful completion of the work in this course.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, age discrimination, and religion. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://www.shsu.edu/titleix/>

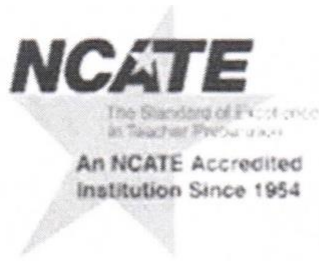
Religious Holy Days

If you must miss a class because it is your religious Holy day I must be notified of your intended absence not later than the 15th calendar day after the first day of the semester. Please follow the University's procedure found at: <http://www.shsu.edu/syllabus/>

NASM Requirements for Notification of Related Health Issues in Music

NASM (National Accreditation of Schools of Music) requests that all students have access to three articles on health-related issues:

- Neuromusculoskeletal Health and Vocal Health
<http://nasm.arts-accredit.org/index.jsp?page=NASM-PAMA%20Advisories%20on%20Neuromusculoskeletal%20and%20Vocal%20Health>
- Hearing Health
http://nasm.arts-accredit.org/index.jsp?page=NASM-PAMA_Hearing_Health
- Occupational Health Problems of Musicians
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2280293/>



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 (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/



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.