EDSE 4060 CONTENT AREA READING IN SECONDARY SCHOOLS

UNT

Syllabus

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**Office Hours:**

**Class Meets:**

**CATALOG DESCRIPTION**

This course is designed to help prospective secondary teachers in all content areas increase and enhance students' learning, especially from printed materials. It is also designed to help secondary teachers recognize and compensate for the variety of ability levels in the classroom. The course provides a brief overview of the reading process, metacognition relevant to learning, and schema theory. The major emphasis will be on practical application of the course content to the classroom setting. Because of the link between reading and writing, attention will also be given to using writing in the various content areas to promote thinking and learning. Prerequisite: EDSE 3800 or consent of the department and instructor.

**LEARNING OBJECTIVES**

Upon completion of this course students should be able to:

* Understanding how students develop knowledge and skills and choosing the appropriate instructional strategies to be effective with learners.
* Appreciating all aspects of human diversity and understanding how they impact the classroom environment in terms of social climate and learning.
* Planning lessons and activities that foster understanding, reflection and independent learning.
* Using a variety of instructional strategies and classroom activities to facilitate and monitor learning, problem solving and independent thinking.
* Using instructional resources and materials, including human and technological, to foster independent and group learning. **Purchase TK20**

**PPR STANDARDS**

Competency 3: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Competency 7: The teacher understanding and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

# REQUIRED TEXTS

# Alvermann, D. E. & Phelps, S. F. (2010). *Content Reading and Literacy: Succeeding in Today's Diverse Classrooms* (6th Ed.) Needham Heights, MA: Allyn & Bacon.

1. Stephens, E.C. & Brown, J.E. (2005). *A Handbook of Content Literacy Strategies* (2nd Ed.) Norwood, MA: Christopher-Gordon Publishers.
2. Atwell, N. (1998). *In the Middle* (2nd Ed.) Portsmouth, NH: Heinemann.

COURSE REQUIREMENTS

This course requires an assignment that will be uploaded and graded in the UNT TK20 Assessment System (Planning Chart and Objectives). The maximum point value for the Piaget Assignment is 40 points. All students in this course must purchase access to TK20. Please go to the following link for directions on how to purchase TK20. Announcements regarding training on use of the TK20 system will also be posted on this website. [http://www.coe.unt.edu/tk20](javascript:doWindowOpen('http://www.coe.unt.edu/tk20','new_frame','width=600,height=420,menubar=1,toolbar=1,scrollbars=1,status=1,location=1,resizable=1',0))

**ASSIGNMENTS**

1. **Personal Literacy History**: (11 points) You will write an autobiography depicting your reading history. **This assignment must be typed**. Rubric provided on Blackboard.

2. **Content Literacy Strategies.** (9 points each/99 total). Content literacy strategies are designed to foster sustained thought and reflection on materials read. For each chapter you will complete a content literacy strategy or activity related to what you have read. The purpose of this assignment is to help you practice teaching and learning strategies to incorporate in your own teaching. Entries must be completed **prior to coming to class each day** as these entries will form the basis for small group dialogue or peer response. **This assignment must be typed**.

3. **Planning Chart** (20 points) **and Objectives** (20 points) (40 points total). **This assignment must be typed**. While this class is not a traditional "methods" class, the purpose of the class is to help you infuse content literacy strategies as needed into your content area curriculum. You will choose a topic that interests you, read a content text section and/or materials relevant to the topic (English majors may opt to use a novel or poetry anthology) in order to choose what you think students should learn, and then write objectives for the unit. This assignment will be elaborated upon in class.

4. **Individual Lesson Plans** (25 points each/50 total) **Lesson Plans must be typed.** While this class is not a traditional "methods" class, the purpose of the class is to help you apply content literacy strategies as needed to your content area curriculum. As we cover comprehension and vocabulary you will complete one lesson from each area based on the topic or novel you have chosen. The lesson will grow out of your chart and objectives, however you will not write plans for the entire unit. I will model lessons for you in class and you will learn the format for lesson plans prior to beginning this assignment.

**5.Annotated Articles** (10 points each/30 points total) To enhance your professional development throughout your career, you will need to remain current with the professional literature available to you in your content area. Over the course of the semester you will select three articles from **professional** journals on topics decided upon in class. You will annotate and discuss this article with your small group. To receive full credit for this assignment you **must** be in class to share your article. Late assignments will **NOT** be accepted. The annotation process will be explained in class. **This assignment must be typed**.

TESTS/EXAMS

6. **Quiz** (20 points) There will be one quiz testing your knowledge of the cognitive processes. This information will be presented in class.

7. **Exams** (Midterm=50/ Final =50/ 100 points total) These exams will require you to *apply* what you have learned. The format is short answer and essay.

**Evaluation in this course will be based upon your performance in the following areas:**

**(Late assignments will NOT be accepted.)**

**Grading Scale**

A = 315-350

B = 280-314

C = 245-279

D = 210-244

F = 209 and below

SCHEDULE

|  |  |  |
| --- | --- | --- |
| **Date** | **Class Meeting** | **Assignment Due** |
| January 18 (Tues) | Course Overview, Discuss PLH Paper | Student Information Chart |
| January 20 (Thurs) | CAR: Ch. 3, HAN: Ch. 1 |  |
| January 25 (Tues) | Discuss Ann. Articles, CAR: Ch. 6, HAN: p. 84-86 | CLS 1 Due |
| January 27 (Thurs) | Cognition Processes; CAR: p. 21-35 | Personal Literacy History Paper Due |
| February 1 (Tues) | CAR: 161-165; Textbooks Discussion | Turn in copy of article to use in Annotation 1 |
| February 3 (Thurs) | Discussion about Annotations; **Cognition Processes Quiz** |  |
| February 8 (Tues) | CAR: Ch. 5; Assessment | Annotated Article #1 Due |
| February 10 (Thurs) | Discuss Lesson Plans; CAR: p. 235-251 |  |
| February 15 (Tues) | CAR: p. 259-270; HAN: p. 88-96 | CLS 2 Due |
| February 17 (Thurs) | Discuss Planning Chart & Obj; CAR: p. 271-279 |  |
| February 22 (Tues) | CAR: p. 89-100; HAN: Ch. 2 |  |
| February 24 (Thurs) | CAR: p. 107-122; HAN: p. 45-50 | CLS 3 Due |
| March 1 (Tues) | CAR: p. 191-202 |  |
| March 3 (Thurs) | CAR: p. 203-217; HAN: p. 117-128 | Annotated Article #2 Due; CLS 4 Due |
| March 8 (Tues) | CAR: p. 218-231 |  |
| March 10 (Thurs) | **Midterm Exam** | Planning Chart & Objectives Due |
| March 15 (Tues) | *Spring Break – No Class* |  |
| March 17 (Thurs) | *Spring Break – No Class* |  |
| March 22 (Tues) | Discuss Annotations and Lesson Plans | Bring copies of Annotation 1 & 2 |
| March 24 (Thurs) | CAR: p. 361-368; HAN: p. 162 | CLS 5 Due |
| March 29 (Tues) | CAR: p. 369-390; HAN: p. 160 | CLS 6 Due |
| March 31 (Thurs) | CAR: p. 197-202 | CLS 7 Due |
| April 5 (Tues) | CAR: p. 321-344 | CLS 8 Due |
| April 7 (Thurs) | HAN: p. 176-209 | CLS 9 Due |
| April 12 (Tues) | CAR: p. 345-354 | Lesson Plan #1 Due |
| April 14 (Thurs) | CAR: Ch. 12 | Annotated Article #3 Due |
| April 19 (Tues) | HAN: Ch. 8 | CLS 10 Due |
| April 21 (Thurs) | Lesson Plan Meetings |  |
| April 26 (Tues) | CAR: App A-E; Discuss Annotations | Lesson Plan #2 Due; Bring copies of Annotation 3 |
| April 28 (Thurs) | HAN: p. 212-224; Handout | CLS 11 Due |
| May 3 (Tues) | CAR: p. 100-106; Handout |  |
| May 5 (Thurs) | Final Exam Discussion – Planning Applications |  |
| TBD | **Final Exam** |  |

**CLASS POLICIES**

**All of the following are expected and will be considered for your final grade:**

a. **Attendance.** Come to class. It is impossible to recreate class experiences outside of class. You will enhance your own learning and likely that of others through your active presence. If you know in advance you will be absent, the courtesy of a phone call or email or text message will be appreciated.

**Attendance and punctuality are expected in this course. Daily roll will be taken. Tardiness and absences will count toward final grade reduction.**

3 tardies = one absence

3 absences = one final grade lowered,

4 absences = two final grades lowered,

5 absences = three final grades lowered,

6 absences = failure in the class.

b. **Preparation for class**, especially study of the assigned text, supplemental readings, and completion of content literacy strategies will greatly enhance your learning experience. You are expected to 1) be actively involved during the class period, and 2) have completed all reading assignments prior to each class as assigned

c. **Participation in class**. Participation includes asking questions, making comments, working with your group to build understanding and integrate information, and making informal presentations.

d. **Completion of all assignments and exams** is required and will be considered for your final grade. Assignments must be completed prior to coming to class and turned in **ON TIME** to receive credit unless other arrangements have been made with the instructor **PRIOR TO** the due date. Late assignments will NOT be accepted. Please note that a grade of "A" cannot be earned for the course if any assignment remains un-submitted at the end of the semester. All papers turned in for evaluation should be typed demonstrating neatness and appropriateness in grammar, punctuation, capitalization, and spelling. Points will be deducted for multiple errors

**e.** **Scholastic honesty on the part of every student is assumed. Cheating, plagiarism, collusion, and falsification constitute scholastic dishonesty. All assignments are processed through the “Turn It In” plagiarism detection software. Such conduct will result in a grade of zero on the activity, test, or assignment. A repeat offense will result in a grade of "F" for the course.**

*Disabilities Accommodation:* “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

*Academic Integrity:* Students are encouraged to become familiar with UNT’s policy on academic integrity: <http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf>. Academic dishonesty, in the form of plagiarism, cheating. or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

*Student Conduct:* Expectations for behavior in this class accord with the Code of Student Conduct: “Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.” See [www.unt.edu/csrr](http://www.unt.edu/csrr).

*Cell Phones and Laptop:* Students should turn off cell phones when they are in class. This means vibrate as well as ring modes. Also, there should be no texting during class. Laptops may be used in class for taking notes and for engaging in learning activities for the course.

*SETE:* The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

*Collection of Student Work*: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

*TK20*: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20>. Announcements regarding TK20 will also be posted on this website.

*Student Email Accounts:* All students should activate and regularly check their Eagle Connect (email) account. Eagle Connect is used for official communication from the University and the professor to students. Many important announcements for the University and College are sent to students via Eagle Connect. For information about Eagle Connect http://eagleconnect.unt.edu

**This course syllabus is intended to be a guide and may be amended at any time.**

**Unit Planning Chart and Objectives – Piaget Assignment (Turn in on Tk20)**

**I. Planning Chart** (20 points)

***How to begin.*** You should begin by obtaining a state adopted textbook from your content area. Select a unit you would like to plan for. If you are an English educator, you may choose a novel instead of a text if you wish. If you are in kinesiology, dance, or art, you may choose a reference book on the subject of your choice. Music educators may choose a score or music textbook. Choose something you are interested in and/or would find challenging to teach!

Next, you should get a copy of the **Texas Essential Knowledge and Skills** for the area related to your unit. The TEKS are the state-mandated curricula. To obtain these, you can go to the Texas Education Agency web site at www.tea.state.tx.us/teks/, download them and print them. You may go to the Government Documents section of the Willis Library and get a copy there.

***Deciding what to teach.***  Let’s say you are a world history teacher and you have chosen "The Soviet Union and the Ukraine". The first thing you need to do is to read the entire unit THOROUGHLY. You will notice that your unit contains what is likely an enormous amount of information. Remember, the text is not the authority in terms of choosing what students should learn, you are. YOU must decide what is important enough to be learned by all, most or some of your students, keeping in mind that all students can learn but not all students will learn everything.

As you read through the unit, use post-its or mark in the margins to indicate what is most important (1), less important (2), and incidental (3) information. Be aware of what can be omitted completely. Also consider what students may need to know that is not in the text. A good mindset is to consider what it is you want students to walk away with when the unit is complete.

As you look at the ideas and concepts you have chosen, what relationships and hierarchies are there amongst the related ideas? What key elements or concepts can serve as anchors for the rest of the information? Remember, you have a strong knowledge base in the content which makes the relationships obvious to you; part of good teaching is helping students see the meaningful relationships within and across the information.

***Organizing the information.***

Consider the information and concepts you have read and thought about relevant to your topic. What are the “big ideas”? What concepts build upon the big ideas? What information is conceptually related or can be grouped together? What data or information will students need to know to develop their understanding of the unit? Create a chart of the **Major Concepts, Subordinate Concepts, and data/information from which students will develop their understanding of the concepts.** (Consult your Texas Essential Knowledge and Skills for some guidance, talk to your peers, but make your own decisions.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Major Concepts**  **“anchors”** | **Power** | **Justice** | **Culture** | **Change** |
| *Subordinate Concepts* | *Political Systems*  *Principles of Leadership*  *Abuse/use of Power* | *Rights*  *Privileges*  *Civil Rights* | *Identity*  *Assimilation*  *Acculturation*  *Loss of Country* | *Cause/Effect*  *Patterns throughout history* |
| Related ideas, Info, facts from which concepts are drawn or built upon | Lenin/Stalin  Totalitarianism  Revolution  Statehood  Nationalism  Collectivization | Empathy  Freedom  Repression  Scapegoating  Terrorism | Diversity  Social Classes  Diffusion  Cohesion  Ethnic minorities  Reform | Conflict  Scarcity  Purge  Ethnocide |

**II. Writing Objectives** (20 points)

The **objectives** constitute a list of the learning goals you have for your students for your unit. While it is sometimes easier to see a unit in terms of the activities you want your students to participate in, the topics you want to cover, or the pages you want them to read in the chapter, it is vital that the objectives reflect **what learning should result**. The best way to think about your unit objectives is to answer the question: **What do I want my students to learn about \_\_\_\_\_\_\_\_\_\_\_\_\_\_?** **What information, skill, thinking ability, etc. should they walk away with when the learning is complete?**  (See how this differs from the question **“What content do I want to cover?”)**.

The verb used in an objective is vitally important to expressing a clearly understood learning outcome. Note the difference between the objectives below:

You can see how the Revised Objectives show more clearly what the teacher wants the student to learn or do with the information.

You will also want to further clarify your objectives by expressing the conditions under which they will occur, as in the Contextualized Objectives. Doing this will help you to consider both the resources you will use and the instructional strategy best suited to your learning goals. **(Note how objectives use subordinate concepts and ideas/facts)**. For example:

**Original & revised objectives are EXAMPLES. Turn in contextualized objectives ONLY.**

|  |  |  |
| --- | --- | --- |
| Original Objective | Revised Objective | Contextualized Objective |
| *Learn* the countries of the Soviet Union. | *Label* the countries of the Soviet Union. | ***Given a map***, TLW *label* the countries of the Soviet Union. |
| *Know* the political systems. | *Compare and contrast* the major tenets of totalitarianism and nationalism and a political system of their choice in order to *make a personal conclusion* about their relative effectiveness. | ***After reading the text section***, TLW *compare and contrast* the major tenets of totalitarianism and nationalism and a political system of their choice in order to *make a personal conclusion* about their relative effectiveness |
| *Understand* Soviet centralization. | *Explain* in her or her own words the negative effects of Soviet centralization on the economy of the region. | ***After studying at least three historians’ opinions from journals provided***, TLW *explain* in his/her own words the negative effects of Soviet centralization on the economy of the region ***by completing a discussion web within a small group.*** |

Here are some additional examples of Contextualized Objectives:

***Using relevant newspaper articles as an information source***, TLW *name* Ukrainian ethnic minorities affected by centralization.

***Following the viewing of the film***, TLW c*ontrast* the conditions in the Ukraine before and after centralization.

***At the conclusion of the unit***, TLW *appraise* the impact of Stalin's policies of collectivization on ethnic minorities in Ukraine in the period 1922-1934 ***by writing a newspaper article from the perspective of a journalist of the era.***

**If you put this amount of thought into your learning objectives, it will be a much easier task to implement the lesson and see that learning is accomplished than if your objective says, “Do pages 3-50: Soviet Centralization”**