COURSE OBJECTIVES/OUTCOMES:

I. Course Description:

In this course, we study disciplinary literacy processes, language development, and conventions of reading, writing, speaking, listening, and creating in the content areas. Emphasis will be on instructional and comprehension strategies appropriate for content area literacy instruction and assessment and for working with culturally and linguistically diverse learners to improve communication skills. Prerequisites: HMS 203 SED 370, Admission to Teacher Education

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course will provide students with an awareness of the literacy demands of various content areas and with practical strategies for helping their students develop their own awareness of and strategies for meeting literacy demands across the curriculum. During this semester we will investigate the nature of literacy and the ways in which it supports content area learning through an interactive format. Furthermore, we will explore some of the cognitive, social, cultural, linguistic, and political factors that affect how students engage in literacy and what impact these various factors have on the ways in which we frame classroom instruction.

Student Learning Outcomes:

• Explain and model various vocabulary, questioning, and comprehension strategies used by fluent readers and teach effective study skills strategies.
• Provide instruction and model what, when, and how to use literacy strategies with narrative and expository texts.
• Provide instruction and model what, when, and how to use literacy strategies with non-print-based texts.
• Understand how various factors such as content, purpose, tasks, and setting influence the reading process.
• Recognize the importance of teaching reading as a social practice rather than a discreet series of skills and the importance of embedding reading instruction in a meaningful context for the purpose of accomplishing specific, authentic tasks or for pleasure.
• Employ strategies to encourage and motivate students to pursue and respond to reading and writing for personal growth and fulfillment.

Program Learning Outcomes:

A. Course Objectives-So that students will possess the knowledge base necessary to become a competent practicing professional, by the end of the semester students will be able to:
1. Describe major concepts in disciplinary literacy processes as well as language development.
2. Describe and apply appropriate instructional strategies for literacy instruction and assessment in secondary content classrooms.
3. Describe and apply ways of meeting the content literacy needs of diverse student groups (at-risk/at-promise, special populations, racial/ethnic/cultural differences, etc.)

The concepts and skills acquired in SED 372 build upon concepts of learning theory found in SED 370, as well as information about curriculum design found in SED 371, and will be applied to lesson design and instructional strategies as part of the internship in SED 460/450 and Student Teaching in SED 442.

B. State- The content of the course will reflect areas of effective teaching practices addressed by the Pedagogy and Professional Responsibilities test of the Texas Examinations of Educator Standards (TExES). The course content will be examined in the context of how it applies to appropriate professional practice as well as its relationship to the
competencies (available at www.sbec.state.tx.us). SED 372 will specifically focus upon Competencies 004, 007 and 009:

**Competency 004** - The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessment.

**Competency 007** - The teacher understands and applies principles for communicating effectively in varied teaching and learning contexts.

**Competency 009** - The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

C. **Mission of James I. Perkins College of Education**

The mission of the James I. Perkins College of Education is to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society.

**University Core Values** - In the College of Education at Stephen F. Austin State University, we value and are committed to:

1. **Academic excellence** through critical, reflective, and creative thinking
2. **Life-long learning**
3. **Collaboration** and shared decision-making
4. **Openness** to new ideas, to culturally diverse people, and to innovation and change
5. **Integrity**, responsibility, diligence, and ethical behavior, and
6. **Service** that enriches the community.

These Core Values are reflected in each of the following course assignments and activities.

D. **ELL Standards**

**I.001.1** Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning the ESL classroom.

**I.001.2** Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction, and promote ESL students’ English language proficiency.

**I.001.3** Understands the interrelatedness of listening, speaking, reading, and writing and uses this understanding to develop ESL students’ English language.

**I.001.4** Knows the structure of the English language (e.g., word formation, grammar, sentence structure) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction in English.

**I.002.1** Knows theories, concepts, and research related to L1 and L2 acquisition.

**I.002.2** Uses knowledge of theories, concepts, and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students’ English language development at various stages.

**I.002.3** Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.

**I.002.4** Analyzes the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2.

**II.003.1** Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address the TEKS (i.e., listening, speaking, reading, writing, viewing/representing).

**II.003.5** Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.

**II.004.1** Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the listening and speaking strands.

**II.004.2** Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensive language environment with supported opportunities for communication in English.

**II.004.4** Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students’ oral language proficiency in English.

**II.004.5** Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 and L2.
II.005.1 Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the reading and writing strands.

II.005.2 Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students’ literacy in English.

II.005.3 Understands that English is an alphabetic language and applies effective strategies for developing ESL students’ phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words).

II.005.5 Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 and L2.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

This class incorporates a modified form of Team-Based Learning (TBL). The primary objective of TBL is to go beyond simply covering content and to focus on ensuring that students have the opportunity to practice using course concepts to solve problems. Thus, TBL is designed to provide students both conceptual and procedural knowledge.

![Team-Based Learning Instructional Activity Sequence](image)

There are FIVE team-based learning units in this course. Points are allocated as follows:

a. #2 Individual Readiness Assurance Test \(iRAT\) (FIVE, 10 points each) (50 points total)
b. #3 Team Readiness Assurance Test \(tRAT\) (FIVE, 20 points each) (100 points total)
c. #6 Application Oriented Activities (up to FIVE, 30 points each) (up to 150 points)
d. #6 Strategy Workshops (FIVE, 50+25=75 points each) (375 points total)

1. **RAP (Readiness Assurance Processes=\(iRAT, tRAT\)) (FIVE, 30 points each) (150 points total)** Students complete course reading (Preparation) and then complete an \(iRAT\) in class, an individual Readiness Assurance Test (a quiz of 10 questions). Then, in teams, students complete a \(tRAT\), an identical team Readiness Assurance Test and receive immediate feedback. The purpose of the assurance test is to assure the team that each member is ready to participate in the application-oriented activities and strategy workshops after completing the necessary reading. Based on results of the RAP, reteaching and instructor feedback/clarification may occur to assure students are prepared for the application activities.

2. **Application Oriented Activities (up to FIVE, 15 points each) (up to 75 points)** Candidates will participate in team-based activities or discussions to apply content from course reading.

3. **Strategy Workshops-Teaching (FIVE, 50 points each) (250 points total)**. The purpose of the strategy workshops is to learn to implement the teaching strategies and processes in the context of candidates’ content areas and using authentic texts from the disciplines. In teams, candidates will implement TEKS, ELPS, and CCRS in their content
areas with authentic texts. Candidates will employ a literacy method learned in the unit in a five-minute lesson slice. **At least one workshop must employ technology.

4. **Strategy Workshop-Feedback (FIVE, 25 points each) (125 points total).** Candidates will give specific feedback to teams. Feedback will represent knowledge of purposes of strategies and best practices for disciplinary literacy.

5. **Field Experience/Service Learning Hours (10 hours) (150 points total)** Each candidate is expected to complete field experience during SED 372. Candidates will complete hours at Nacogdoches High School Grand Central Station (GCS)

6. **Field Experience/Service Learning Reflective Paper (50 points)** Each candidate will write a reflective, researched paper articulating lessons learned during the field experience. The professor will provide guidance and specifics.

7. **Definition of Disciplinary Literacy [FAS#1] (75 points)** Candidates will analyze information from course materials, an expert in disciplinary literacy, at least two journal articles, and interviews with two professionals in their discipline to develop: a definition of disciplinary literacy, a list of possible texts students would interact with in their discipline, a list of literacy skills students will need to develop in their discipline, and a list of thinking skills or habits of mind associated with these tasks. Candidates will then develop an argument for the need to develop disciplinary literacy in their discipline in order to support higher order thinking, inquiry, and habits of practice specific to their discipline. A template will be provided for this assignment. Time will be provided in class for you to brainstorm with your team and receive peer feedback; however this is an individual assignment.

8. **Disciplinary Literacy Plan of Action [FAS#2] (75 points)** Candidates will create a 5-7 minute video presentation which will include a plan to implement disciplinary literacy skills into their classroom routines in a logical and consistent manner. Candidates will include methods for implementation, a research-based rationale for methods, and expected results or consequences or the literacy plan. The video will include a power point, prezi, or similar supplemental visual. Plans will be presented to teams and will receive peer feedback.

9. **Researched-Based Disciplinary Literacy Portfolio [FAS#3] (200 points)** Candidates will submit ten disciplinary literacy strategies that connect discipline-specific texts and literacy skills to phases of instruction and purposes. Candidates will also include benefits to English learners. **“Live Text Assignment” “Instructional Portfolio”**

10. **Inter-disciplinary Literacy Lesson & Individual Reflective Paper (200 points)** In small groups, members will co-teach an original lesson (150 points). The lesson will be inter-disciplinary to incorporate disciplines of your team members. The lesson must be based on literacy theory and incorporate strategies from the class. The 25-30 minute mini-lesson will represent an abbreviated lesson cycle. Candidates will plan and implement pre, during, and post “reading” or input activities. More guidance for the lesson will be provided in class. Following the lesson, candidates will submit an individual reflection paper (50 points).

11. **Professional Growth Opportunities (20 pts. each, maximum of 2)** Just as professional educators have the opportunity for continued professional growth, students will be given the opportunity to extend, elaborate, and apply their classroom learning to one educational experience outside of the classroom setting. These experiences will vary with the semester depending upon community and university events. These opportunities are in addition to maximum course points, are open to all, and are limited to 40 points. Candidates must submit verification of attendance or participation and a one-page reflection on the experience to D2L to receive credit.

**Quality of Assignments**

- High professional standards are expected of all assignments.
- All written and/or group assignments are to be submitted in a timely, professional manner.
- All assignments are due on the assigned date. **Late assignments will not be accepted unless a deadline extension is negotiated before the work is due.**
- I am a reasonable person. Please don’t take advantage of that.
- Unless otherwise stated, assignments are to be submitted to the assignment dropbox on D2L.
- **ALL ASSIGNMENTS** in the chart below must be submitted for course completion and grade assignment.
Changes: The instructor reserves the right to make changes or modifications in the course requirements as needed and/or as required to meet course goals. Students will be notified of the changes.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Tentative Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 RAPs (iRAT &amp; tRAT)</td>
<td>30+30+30+30=150</td>
<td>2.11, 2.25, 3.8, 4.5, 4.14</td>
</tr>
<tr>
<td>2 Application-Oriented Activities</td>
<td>up to 15+15+15+15+15=75</td>
<td>2.16, 3.1, 3.22, 4.7, 4.19</td>
</tr>
<tr>
<td>3-4 Strategy Workshop 1 (present + feedback)</td>
<td>50+25=75</td>
<td>2.18</td>
</tr>
<tr>
<td>Strategy Workshop 2 (present + feedback)</td>
<td>50+25=75</td>
<td>3.3</td>
</tr>
<tr>
<td>Strategy Workshop 3 (present + feedback)</td>
<td>50+25=75</td>
<td>3.29</td>
</tr>
<tr>
<td>Strategy Workshop 4 (present + feedback)</td>
<td>50+25=75</td>
<td>4.12</td>
</tr>
<tr>
<td>Strategy Workshop 5 (present + feedback)</td>
<td>50+25=75</td>
<td>4.21</td>
</tr>
<tr>
<td>5 Field Experience Hours</td>
<td>150</td>
<td>5.10</td>
</tr>
<tr>
<td>6 Field Experience Reflective Paper</td>
<td>50</td>
<td>5.10</td>
</tr>
<tr>
<td>7 Definition of Disciplinary Literacy (FAS #1)</td>
<td>75</td>
<td>2.14 midnight</td>
</tr>
<tr>
<td>8 Disciplinary Literacy Plan of Action (FAS #2)</td>
<td>75</td>
<td>3.10 in class</td>
</tr>
<tr>
<td>9 Researched Disciplinary Lit Portfolio <strong>LIVETEXT</strong></td>
<td>200</td>
<td>5.1 midnight</td>
</tr>
<tr>
<td>10 Inter-disciplinary Literacy Lesson</td>
<td>150</td>
<td>4.28, 5.3, or 5.5</td>
</tr>
<tr>
<td>10 Inter-disciplinary Literacy Lesson Reflective Paper</td>
<td>50</td>
<td>5.10</td>
</tr>
<tr>
<td>11 Professional Growth Opportunities</td>
<td>20 points (maximum of 2)--optional</td>
<td>Ongoing</td>
</tr>
<tr>
<td>COURSE EVALUATION COMPLETION</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>TENTATIVE TOTAL COURSE POINTS</td>
<td>1280-1355</td>
<td></td>
</tr>
</tbody>
</table>

To determine your grade, take your total points earned for each category, add them, and calculate the percentage based on the total course points. Letter grades for the course will be determined as follows:

90-100 = A  
80-89% = B  
70-79% = C  
60-69% = D  
Below 60% = F

**Note:** Students in the secondary and all level of education programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/level. Students earning a grade less than “C” in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.

VI. Texts and Materials (Required and recommended—including texts, websites, articles, etc.):

3. Access to printed/electronic copy of Texas ELPS. Available here [http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4](http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4)
5. Supplementary articles, documents, handouts, etc. as assigned from course instructor.

NOTE: We will not cover every chapter in the assigned texts. Please note that the remaining chapters are helpful to you.

LiveText Statement:  
Upon your enrollment in this course, if you do not already have an existing LiveText account, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated
assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check you junk e-mail. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

STUDENTS RECEIVE FIVE COURSE POINTS FOR COMPLETION OF EVALUATIONS.

VIII. Student Ethics and Other Policy Information:

Attendance

Given the important role whole class discussions and activities will play in this course, your presence in class is expected. Simply put, attendance is mandatory.

On the third unexcused absence, course grade will be dropped a letter grade. Each subsequent absence will result in an additional letter-grade reduction. I will take attendance daily via a sign in sheet.

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

All assignments will be turned in via D2L and will be checked for plagiarism using TurnItIn. Don't cheat. Don't plagiarize. You are planning on being a teacher. Teachers are held to a higher ethic than other professions. Also, your academic dishonesty makes life difficult for both of us. Do the work and grow as a professional. I take the time to give meaningful assignments. Take advantage of it and become an amazing teacher.

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.
For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Mobile technology:

Please turn mobile phones and other mobile technology to silent prior to the beginning of class. REFRAIN from non-instructional use of mobile technology during class. As adult learners, I trust any use of mobile technology—taking pictures of notes, looking up definitions, engaging in formative assessment apps, etc. is on task and I expect you not to take advantage of my professional trust.
### V. Tentative Course Outline/Calendar. Additional readings will be assigned.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Possible Practices, Processes, Strategies</th>
<th>Content/Reading DUE Additional, content-specific handouts could be assigned</th>
<th>Assignments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T 1.19</td>
<td>★ Awesomeness ★ Defining Inter-disciplinary thinking</td>
<td>Establishing a culture of team-based learning and a supportive climate of literacy and collaboration.</td>
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<td></td>
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<tr>
<td>2</td>
<td>TH 1.29</td>
<td>★ Define Teams ★ Introduction to Course ★ Why (and what is…) Reading in the Content Area, <strong>Disciplinary Literacy</strong></td>
<td>Establishing Norms (TDSL p. 105-6)</td>
<td>Google Form Quiz: <a href="https://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning">Link to video and quiz!</a></td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>Facebook Group: Use your facebook account to friend Dr. Mary Catherine Breen.</td>
</tr>
<tr>
<td>3</td>
<td>T 1.26</td>
<td>★ Team building ★ Introduce Undergraduate Research Topic</td>
<td>Establishing a culture of collaborative learning and academic dialogue in our professional learning community.</td>
<td>“Team Based Learning”: [<a href="https://www.byui.edu/Documents/instructional_development/Larry%20Michaelsen/TB">https://www.byui.edu/Documents/instructional_development/Larry%20Michaelsen/TB</a> L%20Essentials.pdf](<a href="https://www.byui.edu/Documents/instructional_development/Larry%20Michaelsen/TB">https://www.byui.edu/Documents/instructional_development/Larry%20Michaelsen/TB</a> L%20Essentials.pdf) Practice RAP In Class- Visual Literacy Exercise: Defining Disciplinary Literacy (p. 34; p. 36)</td>
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<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>TH 1.28</td>
<td>★ Define Disciplinary Literacy ★ Higher Order Thinking ★ Literacy Actions ★ Levels of Cognition</td>
<td>Golden Lines Carousel/Gallery Walk Discussion Think/Pair/Share Collaborative Docs</td>
<td>Golden Lines: Choose two “golden lines” from the reading (a quote that made you think “YES!”). Highlight and be ready to do something with it. Google Doc Reading Guide 1: [Link to Guide](https:// goo.gl/readingguide)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assign FAS #1</td>
</tr>
<tr>
<td>5</td>
<td>T 2.2</td>
<td>★ Language Acquisition, Literacy Acquisition ★ Literacy, Critical Thinking, and Power ★ Achievement/Opportunity Gaps</td>
<td>Group, Label Reciprocal Teaching Jigsaw Communities of Knowledge</td>
<td>DLS 2 (on D2L) In Class-Freire “Pedagogy of the Oppressed” (HO) Cluster of sources for FAS #1</td>
</tr>
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<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>TH 2.4</td>
<td>★ Planning for Literacy: Input and Output (Notes in Class) ★</td>
<td>Effective peer feedback Feedback stems</td>
<td>TDSL: Ch 2 “Literacy as a Discipline-Specific Process” FAS #1 Rough Draft for Peer Feedback</td>
</tr>
<tr>
<td>M 2.8</td>
<td></td>
<td>Required: Guest Speaker Dr. Jodi Holschuch 4:30-6:30 in McKibben 463</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>T 2.9</td>
<td>★ Crafting Objectives</td>
<td>Content objectives Language objectives Rigor</td>
<td>View Video on Writing Objectives (D2L)</td>
</tr>
<tr>
<td>8</td>
<td>TH 2.11</td>
<td>★ Pre/During/Post Reading: Lesson Cycles for Literacy, Information Processing, Higher Order Thinking ★ Meaning Making ★ Building/Activating Schema</td>
<td>Advanced Organizers-to activate schema Demonstrations (IAL p. 21) Discrepant Events (IAL p. 21) Visual Displays (IALp. 22) TP Questions (IAL p. 23) Defining Purposes for Reading Quick Writes Anticipation Guide Children’s Books/Picture Books Comics/Graphic Novels Art Videos Visualization Experiential Learning</td>
<td>IAL: Ch 2 “Setting the Stage” (on D2L) DLS: CH 3 “Knowing the Adolescent” (on D2L)</td>
</tr>
<tr>
<td>9</td>
<td>T 2.16 (ATE)</td>
<td>Pre Reading (Before “Input”) Activating/Building Schema Essential Questions Rigorous disciplinary Instruction</td>
<td>TDSL: Ch 4 “Rigorous Instruction in the Disciplines”</td>
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<td>10</td>
<td>TH 2.18</td>
<td>Pre Reading (Before “Input”) Activating/Building Schema</td>
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<td>11</td>
<td>T 2.23</td>
<td>Defining Disciplinary Literacy Using Research to Guide Practice</td>
<td>TBA</td>
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<td>Introduce Disciplinary Literacy Plan of Action (FAS #2)</td>
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<td>12</td>
<td>TH 2.25</td>
<td>Vocabulary</td>
<td>Vocab Awareness Chart (IAL p. 41)</td>
<td>TDSL Ch 5: “Vocabulary Learning and Instruction in the Disciplines”</td>
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<td>Shades of meaning (IAL p. 46)</td>
<td>DLS-Ch 5 pp 99-106 (On D2L)</td>
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<td>13</td>
<td>T 3.1</td>
<td>Vocabulary</td>
<td>Concept of a Definition Map Frayer Model/Visual Association Chart/Vocabulary Note Card</td>
<td><a href="http://www.literacyinlearningexchange.org/sites/default/files/developing_academic_vocabulary_lattimer_sml.pdf">http://www.literacyinlearningexchange.org/sites/default/files/developing_academic_vocabulary_lattimer_sml.pdf</a></td>
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<td>14</td>
<td>TH 3.3</td>
<td>Vocabulary</td>
<td></td>
<td>Strategy Workshop #2 = Vocabulary</td>
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<td>15</td>
<td>T 3.8</td>
<td>During Instruction: Meaning Making Knowledge of Structure and Genre</td>
<td>Text Styles (IAL pp. 5-6.) Note-taking Structures</td>
<td>TDSL Ch. 7 “Discipline-Specific Comprehension Instruction”</td>
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<tr>
<td>16</td>
<td>TH 3.10</td>
<td>★</td>
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Knowledge of Structure and Genre SPRING BREAK NO CLASS 3.14-3.18 BE SAFE AND HAVE FUN 😊
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<tr>
<td>17</td>
<td>T 3.22</td>
<td><strong>Comprehension (During-reading/input)</strong>&lt;br&gt;★ Meaning Making&lt;br&gt;★ Using the logic of your discipline to guide comprehension&lt;br&gt;★ Discipline-specific note-taking</td>
<td>DLS Ch 3 (pp. 45-64)&lt;br&gt;DLS Ch 5 108-124</td>
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<td>18</td>
<td>T 3.29</td>
<td><strong>Comprehension (During-reading/input)</strong>&lt;br&gt;★ Meaning Making&lt;br&gt;★ Using the logic of your discipline to guide comprehension&lt;br&gt;★ Discipline-specific note-taking</td>
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<td>19</td>
<td>TH 3.31</td>
<td>Using research to guide instruction&lt;br&gt;Assign FLS #3/ Inter-disciplinary Disciplinary Literacy Lesson</td>
<td>TBA</td>
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<tr>
<td>20</td>
<td>T 4.5</td>
<td><strong>Comprehension (During-reading/input)</strong>&lt;br&gt;★ Increasing metacognition and self-monitoring&lt;br&gt;Scaffolds for support</td>
<td>Essential Questions&lt;br&gt;QAR&lt;br&gt;Complex Questions&lt;br&gt;QTA&lt;br&gt;Reciprocal Teaching&lt;br&gt;Student Generated Questions&lt;br&gt;Self-Questioning Strategy&lt;br&gt;QFT&lt;br&gt;Discipline Specific Habits of Mind&lt;br&gt;Disciplinary Talk&lt;br&gt;Think-Pair-Share&lt;br&gt;Jigsaw</td>
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<td>21</td>
<td>TH 4.7</td>
<td><strong>Comprehension (During-reading/input)</strong>&lt;br&gt;★ Increasing metacognition and self-monitoring&lt;br&gt;Scaffolds for support</td>
<td>TDSL Ch 8 “Disciplinary Literacy Learning Environments” pp. 286-296&lt;br&gt;pp. 296-329</td>
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<td>22</td>
<td>T 4.12</td>
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<td>Strategy Workshop #4 : System for Disciplinary Inquiry</td>
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<td>Date</td>
<td>Day</td>
<td>Time</td>
<td>Activity</td>
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| 23   | TH 4.14 | 23 | After Input-- Writing in the Disciplines | ★ Meaning Making  
★ Using Knowledge | Writing to Learn vs Learning to Write  
Writing Activities  
Creating Activities  
Summaries  
Write Around  
Journal Writing  
Learning Logs  
Cubing  
RAFT  
Summarizing  
Writing Frames  
Quick Writes  
Admit/Exit Slips | TDSL Ch 9 “Writing in the Disciplines”  
IAL Ch 8 “Powerful Pens”  
on D2L  
DLS Ch 5 125-139 | RAP #5 |
| 24   | T 4.19 | 24 | Comprehension (After-Reading) | ★ Higher Order Thinking (for real) |  |  |
| 25   | TH 4.21 | 25 | Comprehension (After-Reading) | | Bring Materials to finalize Inter-disciplinary Literacy Lessons |  |
| 26   | T 4.26 | 26 | FAS #3 Rough Draft for Peer Feedback | | Bring Materials to finalize Inter-disciplinary Literacy Lessons  
Course Wrap-Up |  |
| 27   | TH 4.28 | 27 | Inter-disciplinary Literacy Lessons | |  | Inter-disciplinary Literacy Lesson (FAS) #3 Due 5.1 midnight |
| 28   | T 5.3 | 28 | Inter-disciplinary Literacy Lessons | |  |  |
| 29   | TH 5.5 | 29 | Inter-disciplinary Literacy Lessons | |  |  |
| 30   | T 5.10 | 30 | 003 T 5.10 Final Exam | 8:00-10:00 | CAT | Disciplinary Literacy Reflection  
Field Experience/ Service Learning Reflection & Log |