


Dixie State University
Department of Education
Course Syllabus

Course Title: Reading in the Content Area
Meeting Days /Time Place: M 12:00-1:40 PM NIB 135
Instructor: G. Bartholomew
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Office Phone: 435-879-4406

Course Number: SCED 3720
Course Credit Hours: 3
CRN: 43863
Semester/Year: Fall 2014
Office Hours: 10:00-12:00 Monday,
10:00-12:00, 3:00-400
Wednesday

DSU Department of Education Program Standards

 <p>Department of Education</p> <p>DESERT Model D-Diversity E-Effective Pedagogy S-Subject Matter E-Environment R-Reflection T-Teaching Dispositions</p>	<p style="text-align:center">Mission Statement</p> <p>The main focus of our Education Department is the development of competent, caring, and qualified educators by ensuring that candidates demonstrate professional abilities in academic and pedagogical knowledge and the skills and dispositions of reflective practitioners. In order to develop these qualities, our degrees and programs include: (a) a competitive selection process to identify highly-qualified candidates; (b) academic rigor through curriculum and assessments; (c) technology tools to enhance teacher work and student learning; and (d) multiple practicum and student teaching experiences in the local school district monitored by experienced teachers and college supervisors.</p> <p>The D.E.S.E.R.T model outcomes are listed below and incorporate national standards (INTASC, TEAC, CAEP), Utah Education Teaching Standards (UETS), and Dixie State University core themes of a culture of learning; a culture of values; and a culture of community.</p>
<p>D.E.S.E.R.T. Model – Program Outcomes</p> <p>Teacher Candidates:</p> <p>D-Diversity (DM1) Understand diversity differences, uses culturally responsive curricula, and supports development of English proficiency to meet the needs of all learners.</p> <p>E-Effective Pedagogy (DM2) Create effective and appropriate instruction, uses technology to support and extend learning, and implements multiple assessments to measure learner knowledge and skills.</p> <p>S-Subject Matter (DM3) Demonstrate confidence, subject matter knowledge, uses instructional strategies to engage students in inquiry thinking, and pursues learning to advance professional practice.</p> <p>E-Environment (DM4) Use classroom management strategies to create physically and emotionally safe environments and encourage cooperative interaction among students.</p> <p>R-Reflective (DM5) Seeks learning experiences as sources of reflection and uses data to reflect and adapt planning and practice.</p> <p>T-Teaching Dispositions (DM6) Demonstrate professional teaching dispositions which include; (a) professional relationships and appearance; (b) participation in learning communities; and (c) legal, moral, and ethical conduct with a focus on acceptance and attention to student’s educational needs.</p>	

Teacher Accreditation Education Council (TEAC) <http://www.teac.org/accreditation/goals/index.asp>
Utah Effective Teaching Standards http://www.schools.utah.gov/cert/DOCS/Educator-Effectiveness-Project/Teacher-and-Leader-Standards/TS_Full_Document-9-4-11.aspx
Council for the Accreditation of Educator Preparation (CAEP) <http://www.caepsite.org/standards.html>
Interstate Teacher Assessment and Support Consortium (INTASC) http://www.ccsso.org/Resources/Publications/INTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Course Policies

*Academic dishonesty as stated in the DSU Student Handbook reads – “Academic dishonesty in any form will not be tolerated at Dixie State University (Academic Discipline Policy, 3.34)”. This would include cheating and plagiarism. These acts of academic dishonesty are strictly prohibited. When developing your assignments, make sure that you reference the sources. DSU Policy 33.5.1.4 addresses academic ethics and honesty. Prohibited activities include, but are not limited to, copying from another student’s test, papers, or plagiarism.

* Cell phones must be on “silent” during class sessions. **Text messaging is not allowed during class. Cell phones should not be on your desk.**

* In order to fulfill the assigned responsibilities of the instructors and the institution, college personnel are deemed to have the right and the authority to control the learning environment, to perform their duties, and to maintain the classroom for optimal learning. In support of existing policy of DSU, it is expected that only students defined and classified by the DSU catalog (Policy 5.16), will attend classes, unless specific prior permission for guests has been obtained from the instructor. Infants, children, and adolescents are not allowed at DSU except in certain circumstances. University facilities and classrooms are not designed for children, and their presence may disrupt students and teachers. In the event of an emergency where prior approval cannot be obtained 24 hours in advance, the student shall request permission to bring children to class prior to the beginning of class. The decision of the instructor regarding non-students in the classroom is final. (DSU Policy 5-23.7-23.78).

Required Textbook (s) / Recommended Books:

Textbook: Bean, T., Readance, J. & Baldwin, R. S. (2011). Content Area Literacy: An integrated approach (10th Ed.). Kendall Hunt Dubuque, IA.

Other readings will be provided via CANVAS by the instructor.

Course Description:

Required for all Secondary Education students. This course prepares teacher candidates to facilitate reading, writing, and study skills in the content areas at the middle school and secondary school level. Extensive background in literacy and teaching strategies will be provided during the lecture portion of the course. Teacher candidates will practice and apply pedagogical skills during a field experience in the public schools. Practicum required. Prerequisite: Admission to SET program.

Course Objectives:

1. Use a variety of strategies to promote student independence in content area reading and writing.
2. Use a variety of texts and approaches to assist students who have difficulty reading content area texts.
3. Incorporate methods in the content areas to address the diverse backgrounds of students (ESL, gifted, special education, ADD, etc.).
4. Teach lessons in the content areas which integrate or focus on text-based concept development.
5. Assess content literacy abilities.

Grading Scale

A = 100-95%	A- = 94-90%	B+ = 89%-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-74%	C- = 73-70%	D+ = 69-67%	
D = 66-64%	D- = 63-60%	F = Below 59%		

DMAIL:

Important class and college information will be sent to your Dmail account. This information includes your DSC bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned an e-mail account. Your Banner ID username and password are the same for your Dmail account. You will be held responsible for information sent to your Dmail, so please check it often.

Disability Statement: Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the North Plaza Building. Visit or call 652-7516 to schedule an appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services. Contact information: Phone:(435) 652-7516, Email: drc@dixie.edu, Office Hours: Monday - Friday 8:00 am to 5:00 pm Website: <http://www.dixie.edu/drcenter/>

Tutoring/Writing Center	Health and Wellness Center	Testing Center	Computer Center	Library
Tutoring services are provided for all registered DSC students and is available for all subjects. Located at the Jeffery R. Holland Centennial Commons Building. Room 431. www.dixie.edu/tutoring	Location: Next to the campus at 34 North 600 East Hours: 8:00 AM to 5:00 PM Monday through Friday — closed Saturday and Sunday For appointments call 435-652-7756 http://www.dixie.edu/wellness/	The hours are posted online at http://dixie.edu/testing Location: North-East of North Plaza Bldg. Classroom Testing Center - Information / Main Line Phone: 435-652-7696 Email: testcenter@dixie.edu	The Smith Computer Center is available for students who need technology services to complete homework assignments and research for any course on campus. Check at the facility for time schedule. Location: Avenna Center	Dixie State College Library at the Jeffrey R. Holland Centennial Commons can be accessed online at www.dixie.edu Contact education liaison, Ms. Linda Jones (ljones@dixie.edu) for assistance.

Student Information Link: <http://new.dixie.edu/reg/syllabus>

Includes:

- *Semester Schedule
- *Final Exam Schedule
- *Dmail
- *Available Resources (i.e. library, computer lab, disability resource center, IT help desk, online writing lab, testing center, tutoring center, writing center, campus map, etc.)
- *Policy/Procedures (i.e. academic dishonesty/integrity, disruptive behavior, absences related to college functions, reasonable accommodations, etc. and tools in the classroom?)

Date & Time of Final Exam: Friday Dec. 15th 12:00-2:00 Room 135

Class Expectations:

Attendance is mandatory. This is a lecture and discussion-based class, which makes your attendance, input and participation valuable and essential to your learning outcomes and that of your classmates. Acceptable excused absences require a doctor's note. Please notify (via email) or see the instructor regarding other absences. If you do need to be absent, find a "buddy" and make sure that you receive handouts and notes from that buddy. Participation is required by **ALL** students during class. Your participation demonstrates the level of comprehension you acquired.

Electronic Devices:

Laptops, I-Pads, tablets, etc. in the classroom are only allowed if the student is utilizing the device for the sole purpose of learning for the specific class. If the instructor feels that a student is engaged in an unrelated activity (e.g. working on an assignment for another class, Facebook, etc.) she/he will be asked to put the device away.

Course Grading Points will be awarded for each class assignments, professional presentation that reflects the maturity and experience of the student in neatness, organization, accuracy, and relevance. In other words, your assignments should not have misspellings, grammar errors, etc. Make sure that the content of the assignment is relevant to the level of a student attending higher education. If you are going to teach secondary students to be literate, you should be able to demonstrate your competency in your written work.

For academic writing, APA is the style most commonly used by scholars in education. Unless otherwise specified in this syllabus, all papers for this class should be double-spaced, in 12 pt. Times or a similar font, one inch margins, and follow APA style when citations and references are included. You can access guidelines on the following website: <http://owl.english.purdue.edu/owl/resource/560/01/>

Disruptive Behavior:

DSC disruptive behavior policy states, “Teachers at Dixie State College have the right to aggressively manage the classroom environment to ensure an effective learning climate. Toward this end, teachers may dismiss and remove disruptive students from individual class activities. If a student’s behavior continues to disrupt class activities, the teacher may dismiss and remove disruptive students from their courses.”

Policy on Late Assignments and Absences Related to College Functions:

All assignments must be completed ON TIME and submitted via CANVASS on the due date. LATE assignments are not accepted. All assignments are due on the date indicated in the tentative schedule. If there are any changes it will be notified by the instructor in advance. If you have circumstances that prevent you from turning in assignments, accommodations MUST be made in ADVANCE to the due date of the assignment.

You are required to come prepared and ready to learn. The instructor will not allow tardiness, laziness, and belligerent attitudes during the semester. These behaviors can affect your grade. Students are required to follow the syllabus and the tentative schedule for assignments and due dates, etc. If there are any changes, you will be notified in advance by the instructor.

Secondary Signature Assignments Fall 2014

DESERT Model Component	Artifact Requirement	Course and Semester Completed
DM1: Diversity	<ul style="list-style-type: none"> • Exceptionalities Folder Assignment • Self-Selected Diversity 	EDUC 2010 EDUC 2400 Self-Selected
DM2: Effective Pedagogy	<ul style="list-style-type: none"> • Mini-Teacher Work Sample • Strategies for Using Literacy in Content Areas 	SCED 4100 SCED 3720
DM3: Subject Matter	<ul style="list-style-type: none"> • Appendix A from Common Core Analysis • Subject Matter- Content Major Course Selection. 	SCED 3720 Content Major Course
DM4: Environment	<ul style="list-style-type: none"> • Classroom Management Plan • Self-Selected 	SCED 4600 SCED 4600
DM5: Reflection	<ul style="list-style-type: none"> • E-portfolio Reflection • Video of one practicum lesson with 	SCED 3270 SCED 4100

	self –evaluation and reflection.	
DM6: Teaching Disposition	<ul style="list-style-type: none"> Professional Leadership Classroom Website 	SCED 4100 EDUC 2500

Course Assignments/Assessments Due Dates (Subject to Change)
Evaluation and Grading: (points)

1. Attendance

15 class times @ 3 points each = 45 points

Attendance is critical for learning the content of this course. This is a condensed course and therefore, each absence is equal to missing a full week of a typical three credit hour class. Attendance includes arriving on time and remaining through the entire class. You will lose points when you leave class early.

2. Participation

15 class times @ 2 points each = 30 points

Active class participation is a core component of the course. This includes being prepared for class by keeping current on the readings and assignments, actively participating in class discussions and activities, and exhibiting a professional demeanor. Your level of participation in class discussions or lack of professionalism will contribute to or deduct from the points you earn. You will not receive full credit without participating in discussions (whole group and small group). You will lose points for texting, doing assignments or surfing the web during class, or any other disrespectful and disrupting behavior.

3. Appendix A Assignment Due: E-Portfolio Requirement

50 points

You will read the Appendix A portion of the Common Core Curriculum. As you read the document, you need to include some sort of notes or a graphic organizer to summarize each part and write down any questions or comments you have as you read. This graphic organizer cannot be a copy of the Appendix A with highlighting. You should be thorough in your reading and note taking. You will be turning in your notes or graphic organizer. You will also complete a one to two page paper providing a brief summary of what you found in the Appendix, a personal response to how the information in Appendix A has changed your understanding of the common core curriculum and how you can begin to implement the common core in your future classroom. Must be typed.

4. IES WWC Improving Adolescent Literacy practice guide Summary and Action Plan: E-Portfolio Requirement

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf

40 points

You will read the Practice Guide. Then 1) write a summary of each recommendation, 2) write ideas and thoughts on how you will incorporate the recommendation into your content area instruction. The instructional incorporation ideas you discuss in this paper need to be thoughtful and well explained. Must be typed.

5. Reading Discussion Activity: Weekly Team Presentations

120 points

You will need to read the assigned readings so you are ready to engage in discussion. Your preparation before class and participation during class surrounding the reading will constitute the points awarded. Being prepared by having read is not enough. You need to come prepared to think deeply and discuss beyond what was in the text. This does not mean that you just tell your opinion of what was read, it means you seek out others understanding and listen to their input, bring others into the discussion with probing questions and attempt to increase your own understanding of the information through the format of discussion. The professor will give instructions that you can follow each week to be prepared for the discussion activity to be used the following week.

6. Lesson Plans: E- Portfolio Requirement

2 x 50 points each = 100 points

You will prepare 2 lesson plans and teach them as part of your practicum experience. These lesson plans will be videotaped. You will be provided the template for the lesson plan via CANVASS.

7. Literacy Integration Strategies E- Portfolio Requirement 100 points

Over the course of the semester you will read about, be shown, and discuss many ways in which you can integrate literacy/language (reading, writing, speaking) into your content area teaching. This assignment requires you to compile a file of ten (10) strategies you could use to integrate literacy into your content area. These need to include 1) a description of the strategy you will use. Make sure you give credit to where you found the Strategy through proper citation. 2) Provide a thorough explanation of how you will use the strategy. You do not need to write a formal lesson plan here, but the description needs to have enough detail that it is clear what will be going on and how the students are going to engage in literacy/language when the strategy is employed in the classroom. The visual presentation of your file is important as this is going to be included as an artifact in your portfolio. Must be typed.

8. Final Exam: Dec. 15th, 12:00-2:00

100 points

A final exam will be given that is based upon the text readings completed for the course. The discussion activities will help to prepare you for the final. Attendance and participation in the course throughout the semester will be your best study tool for doing well on the final.

Practicum Lesson Rating: (12 points worth 20% of your grade)

Two lessons will be observed and rated by your practicum supervisor. These two lessons and the final evaluation are each worth four points for a total of 12 points. As a future classroom teacher, you will need to be proficient in both the academics of your grade/content as well as effective in providing your instruction. The practicum observations are used to help you prepare and improve your instruction efficacy. It is a valuable part of your learning.

Tentative Schedule (Subject to change)

Date	Topic	Assignment Due
August 25	Introduction, Appendix A Assignment, Team Presentation Sign-up	
Sept 1	LABOR DAY	
Sept 8	Ch. 1, Intro to IES Practice Guide	Chapter 1, TP 1, Ch. 1
Sept 15	Ch. 2, Practicum Lesson Plan I	Chapter 2, TP 2, Ch. 2
Sept 22	Ch. 3, Guest	TP 3, Ch. 3

Sept 29	Ch. 4	Appendix A Assign., TP 4, Ch. 3
Oct 6	Ch. 5,	TP 5, Ch. 4
Oct 13	Ch. 6, Guest	Lesson Plan One, TP 6, Ch. 5
Oct 20	Midterm	
Oct 27	Ch. 7, Lit. Integration	TP 7, Ch. 6
Nov. 3	Ch. 8	TP 8, Ch. 7, Lit Integration
Nov. 10	Ch. 9,	TP 9, Ch. 8
Nov 17	Ch. 10, Practicum Lesson Plan 2	TP 10, Ch.9
Nov 24	Ch. 11	TP 11, Ch. 10
Dec 1	Ch. 12	TP 12, 13 Ch. 11
Dec 8	Final Review	TP 14, 15 Ch. 12
Dec 15	Final Exam 12:00-2:00 PM NIB 135	

KEY

TP = Team Presentation

Important Dates to Remember:

Aug 25	Classwork Starts	Oct 15	Mid-Term Grades Due
Aug 28	Last day for wait list	Oct 16-17	Semester Break
Aug 29	Last Day to Add Without Signature	Oct 20	Last day to drop individual class
Sept 1	Holiday	Oct 27	Class schedule available on line
Sept. 4	Residency Application deadline	Nov 11	Career Day

Sept. 4	Drop/Audit Fee Begins (\$10 per class)		Nov 14	Last Day for Complete Withdrawal
Sept 9	\$50 Late Registration/Payment Fee		Nov 17	Registration open to Seniors (90+ credits)
Oct 1/Nov 1	Graduation Application Deadlines		Nov 18	Registration open to Juniors (60+ credits)
Sept 15	Pell Grant Census		Nov 19	Registration open to Sophomores (30+ credits)
Sept 15	Last Day for Refund		Nov 20	Spring Registration open to all students
Sept 15	Last Day to drop without receiving a "W" grade		Nov 26-28	Holiday
Sept 17	Courses dropped for non-payment		Dec 12	Classwork Ends
Sept 19	Last Day to Add/Audit Classes		Dec 15-19	Final Exams