

Syllabus
Boise State University College of Education
ED-LTCY 444 Content Literacy for Secondary Students 3 Credits
Section 1 9:15-10:30 Tuesday/Thursday ICL 402

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Office Hours:
 M 4:00-6:00
 T/Th 10:30-11:30
 F 1:30-2:30
 Other times by appointment

[T]he most important contribution schools can make to the education of our youth is to provide them with a sense of coherence in their studies; that is, a sense of purpose, meaning, and interconnectedness in what they learn . . . [In modern secular education, the] curriculum is not, in fact, a "course of study" at all but a meaningless hodgepodge of subjects.

Neil Postman, *Teaching as a Conserving Activity*

Course Description

From the BSU Catalog: Instructional materials in the various content subjects and instructional strategies to meet reading, writing, and study needs of all learners in today's diverse society. Prepares pre-service teachers for Standard 2 of the Idaho Comprehensive Literacy Assessment. Cannot receive credit for both ED-LTCY 444 and ED-LTCY 450. PREREQ: Admission to Professional Year for Secondary Majors. COREQ: Content methods course for the student's declared major and ED-CIFS 401 or ED-SPED 365 or KINES 452. Conceptual Framework: The Professional Educator

Conceptual Framework: The Professional Educator:

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Learning Activities and Projects:

	Points
Class Participation	10
Quizzes (6 quizzes worth 20 points each)	120
Content Area Reading Investigation Due 11/16	100
Strategy Application & Presentation 11/10-11/30 as scheduled	20
Total	250

Grading Scale and Policies:

1000-990	980-940	930-900	890-870	860-830	820-800	790-770	760-730	720-700	690-600
A+	A	A-	B+	B	B-	C+	C	C-	D

No late papers/projects will be accepted. Assignments must be submitted via BlackBoard by **9 am** of the due date. Late work will only be accepted with a signed excuse by the appropriate official (MD, clergy, student support services, etc.)

Grading Criteria

Each assignment is accompanied by a Grading Rubric, which I will use in responding to you about your work. Please study the rubrics in preparing your assignments, and ask for clarification if you are unclear about anything on them. The best way to interpret your grades is to pay close attention to the comments I make on the rubric and to try to implement any suggestions when you prepare your next assignment.

Commitment to Diversity:

We live in a global community. To be optimally effective teachers need recognize the expanded boundaries of cultures, backgrounds, and community. All activities and studies in this course should help future teachers work more effectively through understanding and acting to embrace the diversity of learners in the classroom.

Commitment to Technology and Multiple Literacies:

Our global community has also become digital and sometimes virtual. K-12 students are learning and expressing themselves through multiple literacies (visual, auditory, print, digital, etc.). To effectively work with today's k-12 students and to prepare them for futures as productive citizens and individuals tomorrow's teachers must infuse their teaching and curriculums with technology and multiple literacies. To this end the future teachers enrolled in this course will:

- use computer programs and web sites to find a variety of texts and their readability ratings (Trade Book Fair).
- work with web sites for lesson ideas using multiple literacies.
- read articles on multiple literacies, and take notes, and write reflections, or take quizzes on how this information connects to their content area subjects.
- work with comprehension strategies for print and non-print texts and teach a lesson (Strategy Application).
- complete an applied activity (Strategy Application) including multiple literacies.

Topics (These can roughly be seen as "objectives")

1. Teaching Content and process concurrently vs. isolated reading instruction: Is every teacher a teacher of reading?
2. Broadening the text base (becoming a "book broker" in your classroom).
3. Readability, text structures & textbooks
4. The cognitive revolution in reading and its impact on secondary literacy. Where did all these acronym strategies come from?
5. Motivation and attitudes
6. Drop-outs, strategy applications and putting it all together

Texts

There is one required text for this course: *Do I Really Have to Teaching Reading*, Cris Tovani (2004).

Other assigned readings, rich media supported learning modules, and electronic text will be available on BlackBoard or the library electronic reserve site.

Standards/Indicators Addressed:

Idaho Core Standards/Indicators Addressed (Pre-service Undergraduate/Graduate)	Activities/Assignments & Evaluation
1. Knowledge of Subject Matter—The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.	Weekly Participation: Observation, discussion, quizzes Strategy Application Demonstration: Rubric
2. Knowledge of Human Development and Learning—The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social and personal development.	Weekly Participation: Observation, discussion, quizzes Content Literacy Investigation: Paper & rubric Strategy Application Demonstration: Rubric
3. Modifying Instruction for Individual Needs—The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.	Weekly Participation: Observation, discussion, quizzes Content Literacy Investigation: Paper & rubric Strategy Application Demonstration: Rubric Final Exam
4. Multiple Instructional Strategies—The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.	Weekly Participation: Observation, discussion, quizzes Strategy Application Demonstration: Rubric
5. Classroom Motivation and Management Skills—The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	Weekly Participation: Observation, discussion, quizzes Strategy Application Demonstration: Rubric
6. Communication Skills—The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.	Weekly Participation: Observation, discussion, quizzes Strategy Application Demonstration: Rubric
7. Instructional Planning Skills—The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.	Weekly Participation: Observation, discussion, quizzes Content Literacy Investigation: Paper & rubric Strategy Application Demonstration: Rubric
8. Assessment of Student Learning—The teacher understands, uses and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.	Weekly Participation: Observation, discussion, quizzes Content Literacy Investigation: Paper & rubric Strategy Application Demonstration: Rubric
9. Professional Commitment and Responsibility—The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.	Weekly Participation: Observation, discussion, quizzes Content Literacy Investigation: Paper & rubric Strategy Application Demonstration: Rubric
10. Partnerships—The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.	Weekly Participation: Observation, discussion, quizzes

**Preliminary Calendar
ED-LTCY 444, Fall 2009**

8/25	Introduction & Content Reading Foundations
8/27	Reading Foundations & Content Reading Foundations (Read article Topic #1)
9/1	Reading Foundations & Content Reading Foundations
9/3	Quiz Topic 1 , NCLB, Standards and Assessment
9/8	NCLB, Standards and Assessment
9/10	NCLB, Standards and Assessment
9/15	Broadening the Text Base (Read Topic 2)
9/17	Finding & Matching Materials and Readers
9/22	Trade Book Fair
9/24	Trade Book Fair
9/29	Quiz Topic 2 , Adopting and selecting textbooks (T)—(Read article Topic #3)
10/1	(No class—attend professional association or school inservice)
10/6	Readability, Text Structures, Textbook & Adoption (T)
10/8	Quiz Topic 3 , Cognitive Revolution in Reading and New Literacies (Read Topic #4)
10/13	Cognitive Revolution in Reading and New Literacies
10/15	Cognitive Revolution in Reading and New Literacies
10/20	Quiz Topic 4 , Vocabulary workshop (T)
10/22	Prereading workshop (T)
10/27	During reading workshop (T)
10/29	Post reading workshop (T)
11/3	Study, Universal and Other Reading Strategies (T)
11/5	Motivation and Attitudes (Read Topic 5)
11/10	Motivation and Attitudes
11/12	Strategy Applications
11/17	Quiz Topic 5 , Drop-outs
11/19	Strategy Applications (Content Reading Investigations Due)
11/24 & 11/26	No class
12/1	Strategy Application Presentations
12/3	No Class
12/8	Putting It All Together: Discussion of Content Reading Investigations and Field Experiences
12/10	Final Quiz: Drop-outs, Strategy Applications, and Putting It All Together

***Trade Book Fair:** Bring a minimum of three trade books (1 fiction and 2 nonfiction) appropriate for the level at which you will be teaching and also focused on a topic that you will teach at that particular level. Know your books so you can talk about how they are appropriate for your content area teaching. We will go around the class giving each person 2-3 minutes to present. Also you will be spending time in small groups looking critically at the books for their quality. This assignment will be part of your attendance and participation grade.

**T=Bring a current textbook in your content area or some other appropriate and relevant fiction or nonfiction text to class on nights marked with an uppercase "T." Try to bring texts that you will use in your Block II and Block III experiences

Note: This is a tentative calendar, it represents my informed judgments about the time needed to learn about each of the topics. However, I reserve the right to modify this calendar as needed.

Electronic Submissions

All papers, projects and assignments must be submitted in electronic format. You will submit electronic copies through Blackboard's Assignment links.

Keep appropriate back-up for everything you have submitted. (Flash drives, extra floppy disks, hard copy, MS Word copies of messages you ultimately post on the discussion board. **Back up**

work as you go! When working on essays for quizzes or exams consider writing the essay in your word processor and then paste it into the exam. Save as you go!!!)

When you submit your assignments please add your name to the beginning of the file name. For example, if you save my template for a reading log (log.doc) add your name to the beginning—Martinlog.doc (first or last name is fine). Please follow this naming convention exactly, and please do so consistently. Having all files uniformly named will enable me to organize and use the files more efficiently.

NOTE: Names of files intended to be uploaded to Blackboard or to a web site should never contain special characters special characters such as !@(#\$%^&*~`"':;{}[] or spaces.

NOTE: If you are using Open Office, MS-Works or Word Perfect use the SAVE-AS feature to save your file in Rich Text Format. Name the file according to the instructions above, but use the file extension associated with Rich Text Files (.RTF). Doing so will result in your file being readable by MS-Word.

Class Participation

Attendance

Most of the course requires your active participation in classroom activities/discussions/simulations. Much of our work will also involve collaboration. This is done so that you can further develop your skills as a reflective partner and a colleague. Your peers will be dependent upon your presence to complete activities and projects. In short, you need to be in class each session and participate in a timely fashion during on-line sessions. Of course, I recognize that there are some unavoidable circumstances that might prevent your attendance at a class session or timely on-line activities. Whenever possible please make arrangements in advance to accommodate your absence. You are responsible for becoming informed about whatever takes place in class during your absence. Absences will affect your class participation grade.

You are in the process of developing a professional reputation. Your work in the schools and with your professors creates an impression that can support or damage your career.

H1N1 & Pandemic information

That said, if you are ill (especially if you have a fever) please stay home. If you appear in class obviously ill and an apparent danger to others I will gently ask you to return home.

In the even of a declared pandemic we will hold virtual class (go on-line). I am set up with Skype, so we can have individual video conferences or larger group audio conferences.

Standards for Formal Writing

In all assignments standard English usage is required. Students who want assistance in this area are encouraged to use the services of the Writing Lab, LA 220, and/or to discuss their questions, problems, and/or concerns with the course instructor. Papers with significant language errors (spelling, punctuation, usage, or form) may be returned to you without a grade. If so, I expect that you will make the appropriate corrections and resubmit the paper or project for a grade.

Academic Integrity

Academic integrity is a requirement of all BSU students. It is expected that if the student submits work in more than one course that the student will make the instructor aware of the synergistic work. Taking advantage of such opportunities is encouraged; however, it is expected that the products submitted will be more elaborate/complete/involved/refined than if they were submitted for a single course.

Submission of work completed by others without proper citation is considered a violation of academic honesty and may result in dismissal from the course or a grade of "F". Use of professional sources of lesson plans and strategy applications is permitted. However, all such uses must be appropriately attributed by explicitly identifying the original source and if appropriate the copyright. This documentation of original sources is a requirement to meet the standards of academic integrity.

Students are encouraged to use professional resources for ideas that they may creatively apply to new material, thus making the plan or project essentially their own.

Further information about BSU's position on academic honesty may be found at:
<http://www2.boisestate.edu/studentconduct>.

ICT (Information and Communication Technologies) Policies

Occasionally, you will work on the computers when class is in session. Unless I direct you to do otherwise, please adhere to the following policies:

- All computer use ceases when class begins.
- No use of computers, PDAs, electronic organizers, or cell phones is permitted while I am lecturing, responding to questions, or otherwise addressing the class or while the class is discussing. Our time is limited and it will serve all of us best if your attention is on class, not multitasking.
- All computer use during class must be directly related to Ed-LTCY 544.
- I have lived through family emergencies and parenting small children. If there is a legitimate need for you to have your cell phone active it is okay, but please step out of the room to talk.

To protect against viruses, trojan horses, and prank macros, please make sure that the disks you use contain only text and graphics files (no executables), and please run your disks through a virus checker frequently.

Email, Phone and File Name Etiquette

- I attempt to respond to all phone calls and email messages within 72 hours (3 days). If I am going to take longer than that I will either set up an automatic response on email or send you a message. Please wait at least 72 hours before you begin worrying about whether your message has arrived. If you are a worrier you can adjust your send options in email to notify you when I have received and opened your message. Another good way to check on whether your attachments were attached and your message sent is to type in your email address in the "Cc" field so you can ensure a receipt of the email and make sure that the attachment was sent properly

When you send an email message, or reply to one, you should use professional writing skills. In particular the following is most helpful to your audience:

- **Rename the subject** of the message unless you are replying to something I have sent you. This helps me filter messages, search for specific information, know when a new topic has begun, and respond to important or time sensitive messages quickly.
- Make sure I know your email name. I delete mail that looks like junk mail, spam, or a potential worm or virus.
- Be clear in the subject line. Instead of "question" a more specific subject line is helpful e.g. "question about internship assignment 2."
- If you want to know if I have received an email you can change the delivery options. You can ask that you be notified when I have opened your email.
- Spell check your email messages (unless you are a perfect speller). It's a good idea to reread the message before you push the send button. You need to begin developing habits of professionalism. Consider your audience—it will be a good idea to email me the way you would email a principal, your master teacher, or the parent of a student.
- It is not necessary to email back "thanks" or "got it."
- If you leave a phone message it is helpful if you talk at a normal rate of delivery (slow down a bit if you are a speed talker), turn down the background music, and suggest some times that I am likely to find you home.

Students with Disabilities

Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability.

For more information on BSU Disability Resource Center (DRC) see the web site at <http://drc.boisestate.edu>

To schedule an appointment, contact Elyse Taylor at (208) 426-1583 or ElyseTaylor@boisestate.edu