

**Syllabus**  
**Boise State University College of Education**  
**ED-LTCY 550 Content Literacy K-8 3 Credits**  
**Section 1 6:00-9:00 E-520**

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Office Hours:  
M 4:00-6:00  
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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**

ED-LTCY 550 CONTENT AREA LITERACY: K-8 (3-0-3)(F/S/SU). Knowledge, strategies, and tools for comprehension and vocabulary, and introduction to writing of narrative and expository texts in content areas. For students seeking K-8 Idaho State Reading Endorsement.

**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.

**Assignments and Activities**

**Required Activities and Assignments**

100	Project (See below for description)
100	Synthesis of reading/viewing paper (See below for description)
50	Class Presentation (See below for description)
<u>25</u>	Attendance and Participation
275	Total points

Note: Attendance, which affects the class participation portion of a student's grade, is discussed later in this syllabus. Complete descriptions of the activities and projects are posted on BlackBoard or will be distributed in class.

**Project**

You can negotiate anything with me that will be relevant to your teaching and has some relationship to the course content (e.g., nonfiction text, comprehension, etc.). Students in the past have developed annotated bibliographies of nonfiction trade books that align with their curricula. They have also developed vocabulary and/or comprehension activities to do in their classrooms. One student

implemented some strategies and wrote about what she did, what she would do differently next time, and the results she achieved with her students. These are just some ideas to help you as you make your decision about your project.

### **Synthesis of Reading/Viewing Paper**

You are to synthesize the assigned readings for this course. This paper can take a variety of forms. You can write one paper where you tie all the readings together, or you can write a paper broken into sections that parallel the reading topics. If you come up with a different format that better suits your needs and style, that is fine also. Just let me know what you plan on doing. No matter the format of the paper, you need to provide your reactions, thoughts, opinions, etc. regarding the articles. About 5 pages will suffice.

### **Class Presentation**

The secondary certification students in the class will be doing presentations showing how they will apply a learning strategy they learned in this class. I think what would be great for you folks to do is to show the secondary certification students how you teach reading comprehension or how you approach vocabulary instruction in your classrooms. It is important for them to see what elementary teachers do in their classrooms. If you have other ideas for your presentation, then please let me know. Pretty much anything would be good to show the secondary certification students so they have a better grasp of how reading is taught and reinforced in your classrooms. Please choose something to do that you are proud of and want to share and/or will be helpful to you in your teaching. In other words, if there is something you've wanted to do in your teaching and just haven't taken the time to put it together, then do so and present it to the class. You will have about 10 minutes for your presentation, maybe longer if the class size is small enough.

### **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 be sure to ask 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.

### **Grading Policy**

Overall course grades are determined on the following scale:

Letter Grade	Quality Points	Percentage
A+	4.0	100
A	4.0	95
A-	3.7	90
B+	3.3	87
B	3.0	85
B-	2.7	80
C+	2.3	77
C	2.0	75
C-	1.7	70
D+	1.3	67
D	1.0	65
D-	0.7	60

### **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.

### 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.

### Due Dates

Assignments are to be completed by 6 pm assigned due date. You may exercise a "one time" 48 hour extension. Other than this one extension no late work will be accepted.

### Preliminary Calendar ED-LTCY 550 Fall 2009

8/24	Introduction & Content Reading Foundations (Read Topic #1)
8/31	Topic 2 NCLB, Standards and Assessment
9/7	Broadening the Text Base/Finding & Matching Materials and Readers (Read Topic 2)
9/14	Trade Book Fair*
9/21	Adopting and selecting textbooks (T**)—(Read article Topic #3)
9/28	Readability, Text Structures, Textbook & Adoption (T)
10/5	Cognitive Revolution in Reading and New Literacies (Read Topic #4)
10/12	Cognitive Revolution in Reading and New Literacies
10/19	Vocabulary & Prereading workshop (T) Begin Reading Tovani
10/26	During & Post reading workshop (T)
11/2	Study, Universal and Other Reading Strategies (T) Finish Reading Tovani
11/10	Motivation and Attitudes. Begin Strategy Application Demonstrations
11/16	Drop-outs ( <b>Projects Due</b> )
11/23	No class
11/30	Strategy Application Presentations
12/7	Putting It All Together: Discussion of Content Reading Investigations and Field Experiences
12/14	(Synthesis of Readings Due—No Class Meeting)

\*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

### Modification of the Syllabus and Schedule

I reserve the right to modify the syllabus and schedule at any time. Notice of any change will be posted as an announcement.

**Note:** Certification students will periodically be taking quizzes at the end of class. You will be dismissed early and can meet with each other to discuss projects, synthesis papers, or strategy demonstrations.

**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:**

IRA/NCTE Standards/Indicators Addressed (Graduate) Note: The Project may fit within any of these standards or others in the listing of the IRA/NCTE standards.	Class Activity & Method of Assessment
2.1. Use instructional grouping options (individual, small group, whole class, and computer based) as appropriate for accomplishing given purposes.	Class Discussion/Activities: Observation & Activities Synthesis of Readings/Viewings
2.2 Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistics backgrounds.	Class Discussion/Activities: Observation & Activities Strategy Presentation: Rubric Synthesis of Readings/Viewings: Paper & Rubric
2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing developments and from different cultural and linguistic backgrounds.	Class Discussion/Activities: Observation & Activities Strategy Presentation: Rubric Synthesis of Readings/Viewings: Paper & Rubric
4.1 Use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.	Class Discussion/Activities: Observation & Activities Strategy Presentation: Rubric Synthesis of Readings/Viewings: Paper & Rubric
4.2 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.	Class Discussion/Activities: Observation & Activities Strategy Presentation: Rubric Synthesis of Readings/Viewings: Paper & Rubric

### **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 text readability ratings.
- 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.
- complete an applied activity including multiple literacies.

### **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.

### **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. I text message, play games, surf the web, and do email too. I know what goes on behind those machines!☺ 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 444..

- 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.

### 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>.

### 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](mailto:ElyseTaylor@boisestate.edu)