Spring 2020
Term dates: January 13-May 2, 2020

School of Education
The University of Texas at Tyler

Syllabus EDFB4338.001
Literacy in the Content Areas (Grades 5-12)
(20455) 3 Credits
Thursdays 5:00 to 7:45pm
Where: HPR 262

Last day to withdraw from course: March 30, 2020

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A. Instructor Information

Name:	Annamary L. Consalvo, Ph.D., Associate Professor, Literacy
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Office Hours:	By appointment and/or Mondays 11:00-12:30 and Thursdays 2:30-4:00pm

B. Course Description

Focus on content literacy at the middle and secondary levels, includes particular emphasis on teaching and learning strategies that develop and refine students' literacy skills. Prerequisites: Admission to the School of Education.

C. Knowledge Base(s)

This undergraduate course builds upon the knowledge base and experiences gained in prior undergraduate coursework, field, and actual classroom experiences that address language and literacy issues. The course addresses disciplinary literacy and how, as teachers, we communicate the literacy practices of our disciplines effectively and in ways that build bridges for students to grasp, understand and apply concepts. Both disciplinary literacy and strategy awareness in reading and writing will be emphasized leading to enabling an

upper-elementary, middle and/or high school teacher to better develop an effective program of instruction for all students.

LEARNING OUTCOME/ASSESSMENT/STANDARDS MATRIX		
# SLO / *Student Learning Outcome (SLO): The student will…*	*Assessment*	*Standards* ****Texas Educator Standards (TES)*** ****InTASC*** ****TEKS Ch 110*** ****ISTE*** ****ELPS*** ****TxCCRS Cross-Disciplinary***
1 Explain the rationale for teaching disciplinary literacy skills, including the premise that reading is a constructive process based on the interactions of a reader's prior knowledge, the text, and the context of the reading situation	Weekly Jottings Think-Aloud Text Set Presentation	***TES 1Ai; 1Aiii; 2Bi; 6A1; 6Aii** ***InTASC 1d; 1e; 2m; 2n; 2o; 4l; 5a; 7h; 8j** ***TEKS 1A; 1B** ***ISTE 1a** ***ELPS 4H; 5B; 5C** ***TxCCRS IA1; IB1; IB2; IF3**
2 Design and plan disciplinary literacy-infused lessons which include instructional strategies, methods, and materials that *stimulate interest, increase motivation, tap prior knowledge, activate engagement of students as they speak, read, and write across modes, and that *promote optimum reflection and synthesis after they speak, read and write across modes.	Think-Aloud Text Set (Social)Media/Professional Learning Practice Journal	***TES 1Bi; 1Bii; 1Biii; 3Bii; 3Biii; 3Ci; 3Cii** ***InTASC 1g; 3b; 3f; 4a; 4b; 5b; 6b; 7b; 10a** ***TEKS 1A; 1B; 1C; 1D; 2A; 9A-D; 10A-B; 12A-C** ***ISTE 1b; 1c; 2c; 3a** ***ELPS 4D; 4E; 4F** ***TxCCRS IC2; IC3**
3 Gain knowledge and experience in integrating technology as a way of enhancing literacy and disciplinary learning for all students	(Social)Media/Professional Learning Text Set Presentation Tool Talk	***TES 4Aiii; 6Cii** ***InTASC 1c; 3m; 4g; 9b; 9c; 9d; 10f; 10g** ***TEKS 1E** ***ISTE 1b; 4a; 4c; 7a** ***ELPS 4D; 5C; 5D; 5E** ***TxCCRS IIE1; IIE2; IIE3**

4	Differentiate instruction for diverse student populations in the disciplinary area	Think-Alouds Text Set (Social)Media/Professional Learning Practice Journal Weekly Jottings	***TES 1Fiii; 2Bii; 2Biii** ***InTASC 1a; 1i; 2c; 2d; 2e; 3f; 5j; 5n** ***TEKS 1A-E; 2A; 9A-D** ***ISTE 2b; 2c; 3a; 3b; 7b** ***ELPS 4D; 4E; 4F; 4G; 4I** ***TxCCRS ID1; ID2; IE1; IE2**
Standards may be viewed here: http://www.uttyler.edu/education/studentresources.php			

COURSE EVALUATION

E. Course Projects, Evaluation and Grading: The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

Tasks, and Points/Percentages (T=100 points=100%)

      a.   *Bolded and underlined numerals are what add up to 100 points*

      b.   ***Course grade is calculated on total percentage (%) of overall grade*** *(not points)*

      c.   *Grades available to you through Canvas online grade center*

- Participation in Discussions & Class Activities 20 points
    (e.g. F2F & online discussions, Tool Talk, demonstrations)
- (Social) Media for Professional Learning/Communities 20 points
- Text Set 20 points
- Think Aloud(s) 10 points, total
- Weekly Jottings 25 points, total
- Practice Journal 5 points total

Performance standards			
Points	**Percent**	**Grade**	**Standard**
90-100	90%+	A	Outstanding
80-89	80%+	B	Good
70-79	70%+	C	Fair
60-69	60%+	D	Poor
00-59	59% or below = "F"	F	Unacceptable

<div align="center">TEXTS</div>

<u>TWO REQUIRED TEXTBOOKS</u> to purchase:

1. **Wolsey, T., & Lapp, D. (2017).** *Literacy in the disciplines: A teacher's guide for grades 5-12.* **New York: Guilford.** ISBN: 978-1-4625-2792-2
2. **Fisher, D., Brozo, W. G., Frey, N., & Ivey, G. (2015).** *50 Instructional routines to develop content literacy* **(3rd ed.). New York, NY: Pearson.** ISBN-10: 0133347966 ISBN-13: 978-0133347968

      Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

UT-Tyler Bookstore link: (click on "Textbooks" top left tab above image on home page)
https://uttyler.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=65060&catalogId=10001&langId=-1

Recommended (<mark>not</mark> required) Textbooks for Your Go-To Classroom Library Bookshelf:
Burnett, A. J. and McEwan-Adkins, E. K. (2013). *20 Literacy strategies to meet the common core: Increasing rigor in middle and high school classrooms.* Bloomington, IN: Solution Tree Press.
    ISBN-13: 978-1936764280   User-friendly and very practical – simple, clear, useful.

Recommended (<mark>not</mark> required) Textbooks for Your Go-To Classroom Library Bookshelf:
Daniels, H. and Steineke, N. (2011). *Texts and lessons for content area reading.* Portsmouth, NH: Heinemann.
    ISBN-13: 978-0325030876   Robust text set resource.

May be required: No cost to you:
Articles/chapters from various professional journals. **Class website, Muntz library or via handouts**: Various articles pertinent to weekly topics, written by experts in your disciplinary area. Instructions to follow.

Professional journals include (but not limited to) the following:	
Journal of Adolescent & Adult Literacy	Science Scope
The Reading Teacher	The Science Teacher
Reading & Writing Quarterly	Journal of Science Teacher Education
Intervention in School and Clinic	Journal of American History
Reading Improvement	OAH Magazine of History
Mathematics Teacher	Educational Leadership
Mathematics Teaching in the Middle School	Library Media Connection
Middle School Journal	

<u>Highly Recommended (not required) PROFESSIONAL ORGANIZATION MEMBERSHIP</u>
    A student membership ($20-$40 depending on your discipline) in your content area's national professional organization. A membership in your discipline's national organization will give you access to your Specialized Professional Associations (SPA) guidelines, policy statements, standards, position statements, lesson plans, journals, invitations to professional engagement, and much more.

National Science Teachers Association (NSTA) http://www.nsta.org/
National Council of Teachers of Mathematics (NCTM) http://www.nctm.org/membership/
National Council of Teachers of English (NCTE) https://secure.ncte.org/store/individual-membership
National Council of Teachers of Social Studies (NCTSS) http://www.socialstudies.org/membership
National Association for Sport and Physical Education https://www.shapeamerica.org
National Association for Music Educators http://www.nafme.org
National Association for Art Educators http://www.arteducators.org

And….International Literacy Association (ILA) http://www.reading.org/
is very teacher friendly – at all levels and through all content areas.

SOME ADDITIONAL READINGS AND RESOURCES

American Association for School Librarians – Best Websites for Teaching and Learning. http://www.ala.org/aasl/guidelinesandstandards/bestlist/bestwebsitestop25
Edutopia: What Works in Education. The George Lucas Foundation http://www.edutopia.org/
STEM – Edutopia http://www.edutopia.org/groups/stem-education
Top Ranked Websites for Teachers: http://websites4teachers.com/
Access ERIC. http://www.eric.ed.gov (ERIC is a non-peer-reviewed, free database of educational research)

CITATION HELP

Correct attribution of work that someone else did is expected of an educated person. In this class, as educators, you will adhere to the accepted "style" called APA – for the American Psychological Association. See Citation Help – APA folder in "Course Documents" on Bb.
The OWL at Purdue: The Online Writing Lab at Purdue University AKA The OWL at Purdue is a powerhouse of free, accessible, understandable, correct, and relevant resources for you; use it! Here at UTT we have many citation resources available to you.
➢ The OWL at Purdue http://owl.english.purdue.edu/owl/section/2/10/
➢ Style and Citation Guides available through UT-Tyler http://libguides.uttyler.edu/citations

COURSE REQUIREMENTS

AND if you are not sure what to do….
I will explain assignments both in-person and online; and, I will distribute detailed instructions for each assignment. In most cases, I will provide you with several examples of completed assignments. If an assignment is unclear, confusing, or in any way frustrating -- or you have questions -- discuss the problem with me. I welcome clarifying questions: you do the whole classroom community a service by raising them. Often, I will share the answers to such questions with the classroom community – without attributing a student name to the question. However, not all questions can be resolved in this way. Please note that I have **office hours** set aside for just such occasions. If my office hours do not work for you, we can make an appointment for a mutually convenient time.

(SOCIAL) MEDIA(TED) PROFESSIONAL LEARNING COMMUNITIES– EXPANDING YOUR WORLDS (20 points 20/20=100%) Specific instructions and schedule to follow.

Across several weeks, we will look beyond UT-Tyler and our field-placement schools for professional affiliation, inspiration, and support. You will have options that you can combine in ways you prefer and do them when it's convenient for you: Twitter educational "chats" where you will participate in meet-ups, read relevant posts by other experts in your field, contribute to those discussions, and methodically collect ideas, strategies, and resources for your own use in your teaching career. View educational TED Talks, follow blogs of educators, listen to podcasts of educators who can light up your teaching life. Five logs and reflections due at end of the semester.

THINK-ALOUD(s) (10 points) Specific instructions and schedule to follow.

Think-Aloud Protocols are an excellent way a teacher can make his or her specialized disciplinary knowledge visible to students. This is an oft-overlooked, critically important step in "explicit" or "direct" instruction. Students in K12 needs to be able to see HOW we (as disciplinary experts) think about solving problems in our areas, then (and often, ONL Y then), can they solve them on their own. You will select a discipline-specific task and then "perform" the Think-Aloud. *As if* you were by yourself, and, *as if* the audience had a front row seat inside your head, you will talk through all of your thinking about the task you are accomplishing. **You will confine your pronoun use to "I", "me", "my" – first person only – no "you" usage, direct or implied.** Seven to ten minutes of thinking aloud. Peer comments to follow. You will have specific guidance and examples. We will engage with Think-Alouds two times in the first half of the semester during face-to-face class meetings. You will be in small groups. In advance of Think- Aloud #1, and you will come up with a concept and plan for your presentation during Think-Aloud #1. Then, taking the feedback you received from peers and your own sense of improvement, you will, for Think Aloud #2, **offer a refined and improved version of the earlier Think-Aloud.** As well, as a team member, your collegial, thoughtful, encouraging, and honest feedback is critical to your peers' growth and will count toward your grade.

PRACTICE JOURNAL (5 points 5/5=100%) Specific instructions and schedule to follow.

You will keep a paper "practice journal" notebook (non-spiral) making at least six entries that are reflective of your own specific goals & learnings in your discipline. In this way, you will consciously connect with the literacies of your own discipline and of your own learning processes. The practice journal is an authentic way to experience for yourself, and potentially, for your future students "writing to learn" and metacognitive awareness within your own field. It will look different for different disciplines.

FACE-TO-FACE and ONLINE ACTIVITIES (20 points 20/20=100%)

- ➢ **Discussions** Face to face, AND digitally mediated discussions.
- ➢ **Learning Activities (online and/or face-to-face, material and/or digital)**: Examples might include quizzes, discussions in various formats, various writing assignments (e.g. quick writes; keeping a practice notebook, etc.); quizzes, practice journal.
    - o **Grading**: Grading will vary from week to week and from one activity to another. Your attendance and participation are expected.

Etiquette for Discussions:

Face to Face: A pedagogical stance that values dialogue, will propel a teacher (you) to find meaningful ways to incorporate talk into his/her class. By *talk*, I mean open-ended connections, queries, and extensions -- not fill-in-the-blank, right/wrong kinds of responses. By *dialogic*, I mean that a discussion is not one that the teacher strictly controls. Instead, the teacher initiates and guides a topic; responses should be from and between students (two to four "pongs" between students before moving on). It is this *student voice* factor

that is critical. To this end, we will hold weekly discussions in various formats. You will be required to be prepared to engage in an informed, interesting, and expansive discussion by bringing in talking points from the week's readings to participate fully in this construction of meaning.

Online: In general, it is imperative that any online discussion maintain a polite and collegial tone. Moreover, it is important that each person express him/herself fully and with supporting detail. Generally, each post should be between 150 and 250 words of well-developed and coherent connection to and thinking about a given topic. In your replies to other students, we should strive to maintain a positive and appreciative tone.

What if I don't agree? If you do not agree with someone – then own it (by using "I"-statements) – rather than saying, "that's ridiculous!" try something more like, "I appreciate that you were in a very challenging situation". Or, "Could you say a little more about how part "a" connects to part "b"?", or, "That's an interesting perspective. In my experience – I saw it a little differently" (then, explain). As professional educators, being able to disagree and maintain a positive relationship is a valuable skill.

WEEKLY JOTTINGS: (25 points 25/25=100%) Specific directions and resources to follow.

You have weekly written responses to assigned readings in both textbooks. Doing the weekly readings (both textbooks and any articles posted), watching any posted videos will provide you with valuable content that can significantly ramp up your teaching. Accomplishing these assignments- both the reading and the writing that accompanies each -- *will help you* collect resources and build you as a teacher.

- ❖ *TURNING IT IN*: Turn in on Canvas (on each week's module page) prior to the start of class.
- ❖ *GRADING:* each Weekly Jottings is worth 2.5 points X 10 weeks = 25 points (25/25=100%).

TEXT SET (20 points 20/20=100%) Specific directions and resources to follow.

The Text Set is due (as one PDF document) **(20 points)**

The Text Set: In order to *help* adolescent students to develop areas of interest/motivation/engagement in your discipline (e.g. *care* about what they are being taught), you will assemble a "Text Set" that you could use in your classroom. This will be a 20+ page document that you will upload to an Assignment folder in Canvas. You will get specific instructions.

Around a theme or topic you will

- ➢ select several short, high interest, reader-friendly, authentic texts/excerpts and develop a multi-day, in-class engagement using your Text Set. The texts you select should be **highly interesting to adolescent students.**
- ➢ Include specific literacy strategies that you discover through the course's lectures, activities, readings, and videos.

PRESENTING YOUR TEXT SET to your colleagues (5 points). Specific directions and resources to follow.

The presentation of the Text Set to classmates is meant to both encourage collegiality and inspire cross-disciplinary excellence. Mode and manner (F2F or online) will be shared in timely instructions.

COURSE POLICIES

Everything *Canvas*: http://www.uttyler.edu/canvas/

DEVICES IN CLASS: Out of respect for your fellow students, your professor, and the educational process, all technology devices (i.e. cell/smart phones, lap tops, iPads, etc.) must be powered down and put away unless otherwise indicated by the professor. Cell phones may be left on vibrate for emergency notification purposes only. Students will be allowed to use the electronic devices during designated technology breaks. Texting or other cell phone use during class time may result in a reduction of your participation points.

TECHNOLOGY: <u>Internet; email; Canvas</u>

Technology will serve as a tool for communication. Important announcements and readings will be posted on Canvas. UT-Tyler email and emails generated through Canvas will be utilized as a communication tool, as well. This course uses a hybrid format with both face-to-face meetings and other classes held entirely online – it is up to you to have reliable and continuous access to high speed internet. This class is formatted for computer use – that is, laptop or desktop.

- **It is expected that you will check your UT-Tyler email daily**, and Canvas regularly for information and announcements.
- **It is expected that everyone will have and use his/her email account associated with UT-Tyler and keep their information current with the university.**
- It is your responsibility to find and maintain a stable internet connection. I suggest you locate two or three back up Wi-Fi friendly sites (e.g. Starbucks, your local public library; a friend or family member's home) in the event that your home internet service fails.

Technology Troubles?

Start here: http://www.uttyler.edu/canvas/

For any difficulties associated with technology, you may contact **IT Support** on their 24/7 student webpage, http://www.uttyler.edu/it/support/student-support.php
Or by phone, 800-UT TYLER or 903-565-5555 or, by email itsupport@uttyler.edu

Computer Literacy Requirement

You are expected to use word processing for all assignments (unless otherwise instructed); that is, a document submitted in Plain Text is <u>not</u> acceptable, while Times New Roman in MS Word, is acceptable. All assignments (unless instructed otherwise) must be typed, doubled-spaced and formatted in APA style. If you do not have Microsoft Word on your computer (or device), UT-Tyler's IT department sells DEEPLY DISCOUNTED software packages for students: http://www.uttyler.edu/ccs/purchases.php

PDF is the most stable of the formatting options; however, MS Word will work for uploading assignments.

When you post something to a Discussion Forum, <u>copy and paste your text into the message pane</u>; do not attach a document unless the assignment specifically instructs you to do so. **Do not expect myself or classmates to have to open your documents to read your post or your response. We won't. You'll lose points.**

Internet research: Throughout this course, you will be expected to use the Internet as a source of research, as well as that of library sources. Online discussions (Discussion, wikis), as well as Power Point (Prezi; Keynote) presentations may also be a feature of this class.

UT-Tyler Online Library: As a student at The University of Texas at Tyler, you are paying for and have access to a robust and networked university library and professional librarians whose job it is to help you. ***You are expected to use the library, and to ask for help when you need it.*** http://library.uttyler.edu This link is the homepage of the UTT library, visit it and note the CHAT feature. This can be a lifesaver!!!!   Check out this help page too http://library.uttyler.edu/help

Clear identification of work: Name, Date, Topic

All work must be neat, paginated, and properly identified with your name and page number on subsequent pages. All files and posts must be labeled logically and informatively (e.g. Consalvo_Text Set; or Consalvo_Short Bio_meet & greet; or, Consalvo_Final Learning Portfolio_date). At the top of your submitted work, you must have your first and last name, name of assignment, date due, date completed (if applicable). I *will not spend my time* figuring out (for example) what chapter questions you have turned in if it is not clearly stated in your heading. You will get a zero.

Plan for Printing and Scanning
You may discover that you need to work both on- and off-line. Some readings and some writing tasks are simply better learning experiences done using paper and pencil. To that end, it is important that you establish immediately **regular and reliable access to printing and scanning services** whether you own your own printer, or, that you locate two or three printers on campus and understand how they work, how to pay for copies, etc. Or, you may need to find out where the nearest copy shop is to you and set aside money for that. Access to a scanner can be a lifesaver – as some assignments may require you to hand draw or write, and to scan in those documents as a required part of the assignment as a whole.

Neatness and professionalism in submitted work:
> **I will not accept bits and pieces of assignments, rather, it is up to you to compile your projects and submit each as a single and continuous pdf.** To do this you may have to
> 1) format each individual page; 2) print it out; and/or 3) scan it in to make a single pdf out of the whole document. This is where access to a print shop, like Staples or Office Max can be a life-saver. For example, when you submit an article for your Text Set, be sure to format it neatly and remove any ads or extraneous verbage or pages. The design of your work is an important factor in its readability.

APA Citation help:
> Correct attribution of work that someone else did is expected of an educated person.
> In this class**, *as educators*, you will adhere to the accepted "style" called APA** – for the American Psychological Association.
>
> See our class's Muntz Library Guide > tab **APA Citations** http://libguides.uttyler.edu/c.php?g=773092
>
> **The OWL at Purdue**: The Online Writing Lab at Purdue University AKA **The OWL at Purdue** is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it!
> ➢ The OWL at Purdue
>   o http://owl.english.purdue.edu/owl/section/2/10/
> ➢ Here at UTT we have many citation resources available to you. Style and Citation Guides available through UT-Tyler
>   o http://libguides.uttyler.edu/citations

<u>**Timeliness and Participation: REALLY IMPORTANT!**</u>
> Since this class meets BOTH in-person AND online, you are expected to keep up with assignments (readings, discussions, etc.), and to complete and turn them in according to established due dates. To not do so WILL affect your grade. Assignments are <u>due</u> **on the day and by the time** on which they appear.
>
> **THIS IS A professional preparation class**, thus, your full engagement in every session is expected, and is critical for ongoing building of your knowledge and your professional dispositions. As such, you are expected to complete all assignments to the best of your ability and according to the timelines established. Moreover, you are to communicate with the instructor regarding any extenuating circumstances that may

arise, in advance. Your timeliness and participation are factored into my assessment of your readiness and suitability for the being a teacher.

Students who must miss a number of classes due to extenuating circumstances should contact the Dean's Office.

Students are responsible for all work despite any missed modules/classes.

Absences and Tardies
Since this is a professional preparation class, *any* missed class time is serious. Absences and tardiness will result in a permanent grade change. I will not check medical notes, funeral documentation, etc. **You have one "free" absence – emailing me to explain why you are gone does not negate the absence, though it does communicate professionalism – to use as you see fit. Suggestion: "spend" it wisely (my suggestion is to save it for a true emergency). When a student has TWO absences, she will receive a two-point deduction, from the final course grade, for each absence.** If you miss more than four classes, you will be asked to withdraw from the class.

Two tardies (late arrivals or early departures) will count as one absence. If you are absent when your group is presenting, you will receive a 0 for the presentation part of the session, regardless of reason for absence.

Students who must miss a number of classes or who have a conflict with the final exam due to extenuating circumstances should contact the Dean's Office. Arriving late or leaving early (also a "Tardy") distracts the class from the work of the day. Consistent tardies will impact your grade. Participation in class discussions and cooperative groups is expected. All students are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time.

Completion of <u>assigned reading</u> is imperative to your individual development as a professional as is coming to class prepared to engage in substantive discussion over the assigned readings.

All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Late/Incomplete Work
Unless otherwise stated, all work will be completed and turned in on the day, and by the time it is due. Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating circumstances <u>will </u>result in a significant lowering of the assignment grade. If you have gotten written instructor permission, print out the email and attach to your work. I am not responsible for keeping track of such matters. It falls on you to present your documentation in a professional manner.

Ten Suggestions for Success in Course
1. Do all of the readings – Not completing the readings is always very tempting. However, you will find it much more challenging to participate in discussion, or write convincing rationales, and your learning will be impacted. You don't know what you don't know.
2. Do your homework for each class; including participating in online discussions and other discussions if they are part of a day's assignments.
3. Keep your materials organized. Re-visit your files and folders, both paper and digital. All course materials require tending and reorganizing across a semester.

4. Print out and read and re-read the syllabus. Print out and read and re-read assignment instruction handouts. Check items off as they are completed.
5. Make connections between readings; learn to think about ways strategies CAN be tweaked to serve YOUR students. Collect promising lesson ideas and file carefully.
6. Some of the best insights for understanding texts and deciding on topics for essays comes from sounding ideas off of other people; use the discussion settings as opportunities to do this. Also, the class will be more interesting for everyone if there is lively discussion.
7. The importance of working on early drafts and soliciting feedback cannot be stressed enough. Turning in papers that have not been reread, revised, and proofread will result in a lower grade. Most importantly, **you will produce better work** if you give yourself time to think through various concepts.
8. Plan ahead.
9. Outside reading – It is perfectly appropriate and is encouraged for students to do readings and research outside of what is assigned; this will help to generate more discussion in class and will make writing easier.
10. **Talk to me** – If there is a problem or a question, please talk to me either before or after class, in my office, or by email.

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UNIVERSITY POLICIES (Sp. 2020)

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click here.
- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:
- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

University Guidelines, Links and Policies

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service.

The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the **Code of Ethics and Standard Practices for Texas Educators**.

Spring 2020
EDFB 4338 <u>Tentative</u> Schedule of Due Dates and Activities

Week #	Date	
		The following course calendar <u>is subject to change</u>. Adjustments to class sessions will be made as determined by progress made in accomplishing the objectives of each class session. The Canvas module put up for each week will contain the most current information. Work Due By: • For F2F classes, work is due by 4:59pm unless otherwise noted in Canvas. • For online classes, work is due by 11:59pm, unless otherwise noted in Canvas**.**
Week 1	Th 1/16 F2F	**Overview of class, expectations, & textbooks** • Syllabus; Books; Schedule; Expectations • Routines (e.g. One week-one module; SSR; ongoing assignments for structural consistency) • Icebreaker • Lecture: Concept of professional development arc, communities of practice, d/Discourse communities in disciplinary literacy • **Introduce** Meet and Greet (Due Week 2) • **Introduce** Weekly Jottings (First one is due Week 2) • General overview Think-Alouds (coming up next week—specific instructions—bring device) • general overview (Social) Media Project • general overview Practice Notebook • general overview – Text Set (culminating project of course) • **Mandatory Phase III Orientation with Dr. Dykes and Mrs. Sherman 6:15-7:15**

Week 2	Th 1/23
	F2F
		What <u>is</u> disciplinary literacy?
		>SSR1
		>Lecture on disciplinary literacy
		>Demo think aloud #1
		>Full Introduction of Think-Alouds
		      >Q&A Think Aloud & Planning form (Bring Device) In Class
		      >Get people into their Think Aloud groups for idea sharing
		DUE: Wolsey & Lapp: Chapter 1 "What is disciplinary literacy?" [pp. 3-17]
		DUE: Fisher et al: (strategies) Chapters 1-5 (pp. 3-18).
		
		⌘ **DUE Before class: Meet and Greet online discussion** (Due by 4:59pm)
		⌘ **DUE: Think-Aloud Permission form (by 11:59pm) I will give you feedback.**
		⌘ **DUE: Jottings #1 of 11** (Due by 4:59pm)
		⌘ DUE: E-learning Activity TBD

		(*note to self: Show Think Aloud in Tovani 3*)
Week 3	Th 1/30 F2F	**Identifying the *literacy demands of experts in the disciplines* (including you!)** >**Full introduction of Practice Notebook assignment (due in full April 9)** >SSR2 DUE: Chapter 2, "What are the literacy demands of experts in the disciplines?" [pp. 18-52] DUE: Fisher et al: (Strategies) Chapters 6-10 (pp. 19-31) ⌘ **DUE: Think Aloud #1 (done in-class)** ⌘ **DUE: Jottings #2 of 11 by 4:59pm** ⌘ DUE: E-learning Activity TBD

Week 4	Th 2/6
	
	ONLINE
		Instruction that supports *academic vocabulary use* in the disciplines
		      >Lecture on teaching technical vocabulary
		      >**Full introduction of (Social) Media Assignment** plus time to connect and
		      practice (due in full April 16)
		DUE: Chapter 4, "Choosing the right words: Instruction that supports academic language development in the disciplines" [pp. 70-87]
		DUE: Fisher et al: (Strategies) Chapters 11-15 (pp. 32-46)
		⌘ **DUE: Jottings #3 of 11** (due by 11:59pm)
		⌘**Quiz** over lecture
		⌘ DUE: E-learning Activity TBD

Week 5	Th 2/13
	
	F2F
		Instruction that supports *academic language development* in the disciplines.
		      >**Review of Introduction of (Social) Media Assignment**
		      >In-class experience with vocabulary strategies and talk structures
		      >SSR3
		DUE: Chapter 3, "Saying it well: Instruction that supports academic language development in the disciplines" [pp. 53-69]
		DUE: Fisher et al: (Strategies) Chapters 16-20 (pp. 47-60)
		⌘ **DUE: Jottings #4 of 11**
		⌘ **DUE: Think Aloud #2 (all in-class)**
		      (Improved version of #1. This is when you turn in everything inside a paper
		      folder). We will do a written reflection afterwards, together, in class.
		⌘ DUE: E-learning Activity TBD

Week 6	Th 2/20 **ONLINE**	**Multimodality across the disciplines** >**Full introduction of Tool Talk Assignment.** **DUE:** Chapter 10, "Presenting it well: Using multimodal tools in the disciplines" [pp. 199-210] DUE: Fisher et al: (Strategies) Chapters 21-25 (pp. 61-75) ⌘ **DUE: Tool Talk (on Discussion Board)** ⌘ **DUE: Jottings #5 of 11** ⌘ DUE: E-learning Activity TBD
Week 7	Th 2/27 **ONLINE**	**Supporting English Learners in the Disciplines** **Readings: Articles online –see Module** ⌘ **DUE: 3-2-1 Online Discussion** ⌘ DUE: E-learning Activity TBD (no Jottings today)
Week 8	Th 3/5	**Instruction that supports *reading and close reading i*n the disciplines**

	F2F`	❖ *Experiencing a text set #1 of 2* >SSR4 DUE: Wolsey & Lapp: Chapter 6, "Reading it carefully: Instruction that supports reading in the disciplines" [pp. 107-125] DUE: Wolsey & Lapp: Chapter 7, "Reading it closely: Instruction that supports close reading in the disciplines" [pp. 126-169] DUE: Fisher et al: (Strategies) Chapters 26-30 (pp. 76-88) ⌘ **DUE: Jottings #6 of 11** ⌘ DUE: E-learning Activity TBD
Spring Break	-------------	***No classes March 9-13, 2020 – Spring Break***

Week 9	Th 3/19
	
	F2F
		Instruction that supports *communication* in the disciplines
		     ❖ *Experiencing a text set #2*
		     >SSR5
		DUE: Chapter 5, "Arguing it well: Instruction that supports communication in the disciplines" [pp. 88-106]
		DUE: Fisher et al. (Strategies) Chapters 31-35 (pp. 89-104)
		⌘ **DUE: Jottings #7 of 11**
		⌘ Due (share): Bring in your Practice Journal with at least one entry, complete. (participation grade)
		⌘ DUE (share): Bring in at least one Social Media log. (participation grade)
		
		⌘ DUE: E-learning Activity TBD

Week 10	Th 3/26 ONLINE	*Instruction that supports writing in the disciplines (part 1)* **DUE:** Wolsey & Lapp: Chapter 8, "Writing it down: Instruction that supports writing in the disciplines" [pp. 170-182] DUE: Fisher et al: (Strategies) Chapters 36-40 (pp. 105-117 ⌘ **DUE: Jottings #8** ⌘ DUE: E-learning Activity TBD

Week 11	4/2
	
	ONLINE
		Graphic Organizers-lecture and Visuals to Support Writing
		     Instruction that supports writing in the disciplines (part 2)
		          > 6-Traits Writing
		          >Norming as a school community
		          > **Full introduction of Text Set Assignment**
		DUE: Wolsey & Lapp: Chapter 9, "Organizing it well: Using graphic organizers in the disciplines" [pp. 183-198]
		DUE: Fisher et al: (Strategies) Chapters 41-45 (pp. 115-131)
		
		⌘ **DUE: Jottings #9**
		⌘ DUE: E-learning Activity TBD
		
		I am at a conference in San Francisco.

Week 12	Th 4/9	***Review of Introduction, Text Set Assignment***

	HELD IN MUNTZ LIBRARY	**Choosing short, high-interest (to TEENS) texts for inclusion in your classroom library and/or your Text Set. Hands-on time with high-interest (to teens) excerpts, chapters, articles, poems, etc.** **In Library: 1) Scavenger Hunt, AND 2) Potential Idea for Text Set (both due at end of library session)** ⌘ **DUE: Prior to class—complete Library Lesson & Quiz on Module Page.** >**Please bring** your copies of the in-class text sets we did together (e.g. Pandemic, Crash) **(No Jottings due today)** ⌘ **DUE: Practice Journal (complete)** *will be returned in last F2F class 4/23/20* ⌘ DUE: E-learning Activity TBD
Week 13	Th 4/16 **MODULE is ONLINE**	**1:1 Office or Zoom Conferences over Text Set ideas/progress/help needed (sign-up sheet coming)** ⌘ **DUE: Rough Draft of Text Set (*see directions*) in your Writing conference made by appointment.** DUE: Wolsey & Lapp: Chapter 11, "Conclusion: Looking forward" [pp. 211-216] DUE: Fisher et al.: (Strategies) Chapters 45-50 (pp. 130-148) ⌘ **DUE: Jottings #10 (last one)** ⌘ **DUE: All 5 Social Media Logs & Reflections (on Canvas)** ⌘ DUE: E-learning Activity TBD **Pro Tip: Keep working on your Text Set!! Use the normally scheduled class time to make your text set an amazing piece of your own curriculum.**
Week 14 LAST WEEK CLASSES	**Th 4/23** F2F	*Presentation of Text Sets* (see directions) in class **Food sign-up sheet for last-class *celebration*** **(Practice Journals returned to you today)** ⌘ DUE: E-learning Activity TBD
Week 15 –Finals Week for UT-Tyler *Study Day Mon. 4/27*	*Tuesday 4/28* *ONLINE*	**FINAL (Online)** ⌘**DUE full TEXT SET (by 11:59pm)**
End of Term	*May 2*	*Commencement exercises for UT-Tyler depending on your program*