

University of Texas at El Paso

College of Education - Department of Teacher Education  
RED 3342: Content Area Literacy CRN: 10524 and CRN: 11830  
Fall 2024(Face-to-face)

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Office hours: by appointment or Zoom

Course schedule: Monday 5:30-8:20  
Tuesday 5:30-8:20

Location: EDU 312  
EDU 308

**Course overview:**

RED 3342 provides an overview of literacy instruction in the content areas, with an emphasis on grades 4-12. The course is focused on the development of critical, engaged, empowered readers and writers across content areas at the secondary level. To that end, this course will provide numerous opportunities to apply literacy instructional strategies, including reading, writing, academic vocabulary, and academic conversational strategies, as aligned with State Board of Education Certification (SBEC) standards for Pedagogy and Professional Practice and English as a Second Language Standards.

**Course description (catalog):**

Methods and materials for developing maturity in reading and study skills, especially in the content areas from K-12. Special emphasis is given to the development of interest, the matching of students to proper materials, and instructional techniques for integrating the teaching of skills with the teaching of content. Field experience required.

**Course objectives:**

This course aligns with Texas State Board of Educator Certification (SBEC) standards for pedagogy and professional practice (4-8/7-12), with a focus on integrated literacy instruction in the content areas. In addition, the course aligns with English as a Second Language Standards (as assessed by the TExES 154 ESL Supplemental Exam).

The SBEC standards for Pedagogy and Professional Responsibilities can be found at the following online locations:

- Middle School Certificate Standards - PPR Grades 4-8:  
[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=235&rl=41](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=235&rl=41)
- Secondary School Certificate Standards - PPR Grades 7-12:  
[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=235&rl=61](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=235&rl=61)

<b>SBEC Pedagogy and Professional Responsibilities (Grades 4-12)</b>
<b>Instructional Planning and Delivery</b>
Classroom teachers in grades 4-12 demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners.
<b>Knowledge of Student and Student Learning</b>
Classroom teachers in grades 4-12 work to ensure high levels of learning and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
<b>Content Knowledge and Expertise</b>
Classroom teachers in grades 4-12 exhibit an understanding of content and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards.
<b>Learning Environment</b>
Classroom teachers in grades 4-12 interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning
<b>Data-Driven Practices</b>
Classroom teachers in grades 4-12 use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
<b>Professional Practices and Responsibilities</b>
Classroom teachers in grades 4-12 consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

This course will also address the following state English as a Second Language (ESL) Standards and Competencies:

<b>SBEC/TEXES English as a Second Language Standards</b>
<b>English as a Second Language Standard III:</b>
The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
<b>English as a Second Language Standard IV:</b>
The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
<b>SBEC/TEXES English as a Second Language Competencies</b>

Competency 005: The ESL teacher understands how to promote students' literacy development in English.

Competency 006: The ESL teacher understands how to promote students' content-area learning, academic language development, and achievement across the curriculum.

As part of this course, you will also be expected to become familiar with and use relevant Texas Essential Knowledge and Skills (TEKS) for your content area. You can access the TEKS at this link: <https://tea.texas.gov/curriculum/teks/>.

### **Professional Responsibilities and Dispositions:**

As part of this course, you will have the opportunity to develop and apply your knowledge of the UTEP College of Education's working framework for Professional Responsibilities and Dispositions, which includes the following elements:

- Professional Attributes
- Commitment to the Teaching Profession
- Professional Relationship Skills and Communication
- Beliefs and Students and Learning
- Ethical and Responsible Conduct

At the end of the semester, as part of your final exam, you will submit a self-assessment of your professional dispositions, which will be paired with the professor's assessment of your professional dispositions and submitted to the advising center along with your field experience log.

### **Course Readings:**

#### Required books:

- Daniels, H. & Zemelman, S. (2014). *Subjects matter: Exceeding standards through powerful content-area reading*. Portsmouth, NH: Heineman. ISBN: 978-0-325-05083-6
- Laird, M., & Cain, S. (2011). *The fundamental 5 Revisited: Exceptional instruction in every setting*. ISBN9798477693238
- 240Tutoring Subscription with UTEP discount
- Required articles [posted in Blackboard]

The books are available at the UTEP Bookstore or can be purchased online through third party vendors.

**Course requirements:**

Successful completion of this course will be based on your performance on the following assignments/assessments:

<b>Activity/ Assessment</b>	<b>Point Value</b>	<b>Description</b>
<b>Reading Graphic organizers, foldables, and summaries</b>	Approx. 34 points (17/2 points each)	Because this is a course focused on academic reading and writing, we will engage in several academic literacy practices: summary-writing, graphic organizers and foldables. You will be asked to submit weekly activities based on the readings for the course. The activities will vary for each reading, but should be completed in their entirety and should capture the main argument and key point(s) of the assigned reading. Your reading activities should follow the templates provided on Blackboard. These readings have been carefully vetted for their content and value for you as a future educator. Many will help with topics that will come up on the PPR exam. These activities are best practices used in classrooms as comprehension strategies and assessments.
<b>Annotated Bibliography</b>	10 points	Create an Annotated Bibliography of books (fiction and non-fiction) that you could use as a classroom library for your future classroom. These books are to share with your students, not teacher books. Your list should include at least 10 books and your bibliography should include an explanation of how the book ties into your content or why you have chosen it.. The reading of Chapter 3 and 4 in Subjects Matter by Daniels & Zemelman will help with this assignment
<b>TEKS Breakdown</b>	2 points	With the purpose of truly getting to know your TEKS or Texas Essential Knowledge and Skills, you will asked to break down one student expectation into its basic parts so that you understand exactly what that standard is asking of you as the teacher and of your students.
<b>Lesson Frame</b>	2 points	Framing your lesson for your students and yourself is important to keep you on track and moving towards a goal. They are an important part of your daily lessons. They must also take your standards and students expectations (TEKS) and put them into student friendly language. They are required by most districts and administrators to be displayed prominently in your classroom. With that in mind, you will be graded separately on these parts of your lesson plan.

<b>Language Objective</b>	2 points	As a future teacher of Ebs or Emmergent Biligual Students, you will be expected to use the ELPS or English Language Proficiency Standards, along with your TEKS. A language objective, much like a lesson frame, helps your students to know what literacy skill they will be asked to use. With that in mind, you will be graded separately on these parts of your lesson plan.
<b>Booktalk</b>	2 points	As a content area teacher, it is just as much your responsibility to bring literacy into your classroom as the ELAR teacher. One way to incorporate reading into your curriculum is to read trade books (a trade book is defined as a book that is to be sold to the public through booksellers. An example of a trade book is a bestselling novel in a paper cover) to and with your students. Books and short stories by Ray Bradbury or Arthur C. Clark are amazing reads for science students: historical fiction like <i>My Brother Sam is Dead</i> by Collier or <i>Number the Stars</i> by Lois Lowry are great reads for Social Studies; <i>An Abundance of Katherines</i> by John Green or <i>Flatland</i> by Abbot are great math fiction. To that end, select a trade book that inspired you to be a reader in either middle or high school or a book from the list in the Appendix, and do a book talk. This will be done in class.
<b>Annotated Content Reading</b>	10 Points	As a content teacher, it is important to bring literacy into your classroom. As such, your lesson plan for this class will include reading a chapter, article, website, or textbook section. You will be self-selecting this passage, article, chapter, or story that relates to the TEKS you select in week 1. Your annotations should include purpose (related to your TEKS), <u>questions</u> , circled vocabulary, & commentary. This article will be the focus of your lesson plan. Please select something that supports and illuminates the lesson you are planning and your TEKS.
<b>Booktalk</b>	2 points	As a content area teacher, it is just as much your responsibility to bring literacy into your classroom as the ELAR teacher. One way to incorporate reading into your curriculum is to read trade books (a trade book is defined as a book that is to be sold to the public through booksellers. An example of a trade book is a bestselling novel in a paper cover) to and with your students. Books and short stories by Ray Bradbury or Arthur C. Clark are amazing reads for science students: historical fiction like <i>My Brother Sam is Dead</i> by Collier or <i>Number the Stars</i> by Lois Lowry are great reads for Social Studies; <i>An Abundance of Katherines</i> by John Green or <i>Flatland</i> by Abbot are great math fiction. To that end, select a trade

		book that inspired you to be a reader in either middle or high school or a book from the list in the Appendix, and do a book talk. This will be done in class.
<b>Field observation report and reflection</b>	16 points (4 reports /4 points each)	As part of this site-based course, you will conduct four active observations (2.5 hours/each) in middle and high school classrooms. You are welcome to find in-person classes on your own. I have hands-on opportunities at Alderete Middle School on Wednesday and Thursday for approximately 1.5 hours. They are not required, but you can use them for your hours and work directly with middle school students. Use the <b>designated</b> template, which can be found in Blackboard. There is one template for traditional observations and one for tutoring. Use the appropriate template. You need four separate observations of four separate lesson.

<b>Field Experience Log and CT Assessment</b>	N/A	At the end of this course, you will be asked to submit a Cooperating Teacher assessment of your field experience. The focus is your professionalism and active participation during on-site classroom observations. Please check Blackboard for observation forms. <b>If either the signed field experience log or CT assessment is not submitted, you will not receive credit for any field experience reports submitted (20 points).</b>
<b>Teaching Statement/Midterm</b>	10 points	As part of this course, you will develop your Educator Preparation Program essay. This will include three paragraphs that cover why you want to be a teacher, your purpose and goals statement related to teaching, and your personal characteristics. I will grade for completion and offer you feedback on grammar, editing and revising. Once revised and completed, this statement will be submitted as part of your EPP admissions application. If you have already been admitted to the EPP, you will still submit this essay anyway, as it is your midterm, letting me know you have already been admitted.
<b>240 Tutoring Checkpoints</b>	12 points (3 at 4 point each)	Throughout the semester, you will need to make progress on 240 Tutoring review modules for your relevant content exam for certification. If there are no 240 Tutoring

		<p>modules for your exam, then you will complete the review modules for the PPR exam. <b>This is negotiable.</b></p> <p>There will be four checkpoints throughout the course:</p> <ul style="list-style-type: none"> <li>· Checkpoint #1 - 33% completion of the modules</li> <li>· Checkpoint#2 - 50-60% completion of the modules</li> <li>· Checkpoint #3 - 75-100% completion of the modules</li> </ul>
<b>Content lesson plan</b>	20 points	<p>As part of this course, you will be asked to develop a TEKS-based content lesson that includes structured reading, writing, and academic talk activities based on what we've learned in the course. Please use the lesson template and follow the guidelines - both provided in Blackboard. Check the course schedule for due dates.</p>
<b>Strategy demonstration</b>	10	<p>With a partner, you will be demonstrating a before, during, or after reading strategy, either from Chapter 5 of Daniel's &amp; Zemelman's <i>Subjects Matter</i> or another source, but must be a comprehension strategy. This will be done during class.</p>
<b>Mini-research on SEL topic</b>	5 pts	<p>You will conduct a mini-research project on building rerrelationships with your students. This will consist of one page approx. 2500 to 3500 characters without spaces.</p>
<b>Final exam: poster presentation</b>	25	<p>The final will consist of an in-person presentation of a teaching strategy that is related to any of the readings from the semester. You will need at least five sources with complete citations, a science presentation board, a creative display of your topic, and a 5-10 minutes presentation of your teaching strategy.</p>

**Grading:** is based on earning approximately 151 points; your grade is based on the percentage of the points that you earn.

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

### **SCHOLASTIC INTEGRITY**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

### **GUIDANCE ON ARTIFICIAL INTELLIGENCE**

Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

### **PLAGIARISM DETECTING SOFTWARE**

Some of your coursework and assessments may be submitted to SafeAssign, a plagiarism-detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.



In alignment with the standards and course goals/objectives outlined above, upon completion of this course, students will be able to:

**Student Learning Outcomes and Assessment of Student Learning Outcomes:**

Student Learning Outcome	Means of Assessment
1. Describe and apply a meaningful definition of literacy in the content areas in the digital age.	<ul style="list-style-type: none"> <li>• Readings</li> <li>• Field Observation Report and Reflection</li> <li>• Literature Review</li> <li>• Engagement Activity</li> <li>• Final Exam</li> <li>• Annotated bibliography</li> <li>• Booktalk</li> </ul>
2. Demonstrate ways of connecting literacy learning to students' prior knowledge, life experiences, and interest, and that views differences in learning and background as educational assets.	<ul style="list-style-type: none"> <li>• Adolescent Literacy Interview Report</li> <li>• Engagement Activity</li> <li>• Teacher statement</li> <li>• Final Exam</li> <li>• Booktalk</li> <li>• Strategy demonstration</li> <li>• Readings</li> <li>• Annotated Bibliography</li> </ul>
3. Identify the role of language and culture in literacy learning and demonstrate ways to modify instructional practice to support students' meaningful language acquisition and content learning.	<ul style="list-style-type: none"> <li>• Readings</li> <li>• Field Observation Report and Reflection</li> <li>• Engagement Activity</li> <li>• Discussion Boards</li> <li>• Booktalk</li> <li>• Lesson Plan</li> <li>• Anchor Charts</li> </ul>
4. Identify and apply disciplinary literacy instructional strategies for relevant content area(s), including reading, writing, academic vocabulary, and academic conversational strategies, and design assessments that are responsive to	<ul style="list-style-type: none"> <li>• Readings</li> <li>• Field Observation Report and Reflection</li> <li>• Engagement Activity</li> <li>• Teacher statement</li> <li>• Booktalk</li> <li>• Strategy Demonstration</li> <li>• Lesson Plan</li> <li>• Vocabulary Assignment</li> <li>• edTPA</li> <li>• Language Objective</li> </ul>

<p>differences among students and that promote all students' learning.</p>	<ul style="list-style-type: none"> <li>● Anchor Chart</li> </ul>
<p>5. Develop a meaningful definition and application of digital literacy, in accordance with ISTE standards for educators;</p>	<ul style="list-style-type: none"> <li>● Field Observation Report and Reflection</li> <li>● Engagement Activity</li> <li>● Lesson Plan</li> <li>● Readings</li> </ul>
<p>6. Use knowledge of relevant TEKS standards to plan integrated instruction and ongoing assessments that are appropriate for each student and responsive to students' developmental characteristics and needs.</p>	<ul style="list-style-type: none"> <li>● Engagement Activity</li> <li>● Lesson Plan</li> <li>● Strategy demonstration</li> <li>● Field Observation Report and Reflection</li> <li>● Readings</li> <li>● Lesson Frame</li> <li>● Language Objective</li> <li>● TEKS Breakdown</li> </ul>
<p>7. Use data drawn from informal and formal assessments to gauge student progress in literacy and to design and modify instruction to improve students' literacy learning.</p>	<ul style="list-style-type: none"> <li>● Field Observation Report and Reflection</li> <li>● Engagement Activity</li> <li>● Lesson Plan</li> <li>● Stragegy Demonstration</li> <li>● Readings</li> <li>● Demographics</li> </ul>
<p>8. Reflect on their own strengths and areas of improvement in content literacy teaching, and use this information to adapt and improve instruction.</p>	<ul style="list-style-type: none"> <li>● Observation Report and Reflection</li> <li>● Strategy plans and reflections</li> <li>● Booktalk</li> <li>● Readings</li> </ul>
<p>9. Demonstrate professionalism in all aspects of the course, as per the UTEP College of Education Professional Awareness and Responsibilities framework, which includes knowledge and practice of the Texas Educators' Code of Ethics. <a href="https://texreg.sos.state.tx.us/public/readtac\$ext.TacPage?sl=R&amp;app=9&amp;p_dir=&amp;p_rl=oc=&amp;p_tloc=&amp;p_ploc=&amp;pg=1&amp;p_tac=&amp;ti=19&amp;pt=7&amp;ch=247&amp;rl=2">https://texreg.sos.state.tx.us/public/readtac\$ext.TacPage?sl=R&amp;app=9&amp;p_dir=&amp;p_rl=oc=&amp;p_tloc=&amp;p_ploc=&amp;pg=1&amp;p_tac=&amp;ti=19&amp;pt=7&amp;ch=247&amp;rl=2</a></p>	<ul style="list-style-type: none"> <li>● Field Observation Report and Reflection</li> <li>● CT Assessment</li> <li>● Engagement Activity</li> <li>● Lesson Plan</li> <li>● Teaching statement</li> <li>● Self-evaluation</li> <li>● Readings</li> </ul>

### **Attendance Policy:**

Absences for any reason are discouraged. If extenuating circumstances make it necessary for you to miss a class, arrive late, or leave early, please let the instructor know ahead of time; excessive absences (missing more than 15% of face-to-face class time, which is two classes) could result in your being dropped from the course.

### **ATTENDANCE AND PARTICIPATION**

Our class meetings are in-person at (CRN 15024) Education Building RM 312, every Monday from 5:30 to 8:20 pm, beginning August 26 through December 5 or (CRN 11830) Education Building 308 every Tuesday from 5:30-8:30 beginning August 26 through December 4. There will be three on-line sessions, you will not be required to zoom just go through a PowerPoint and complete assignments. Check the syllabus for dates. Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by the completion of the following activities:

- o Reading/Viewing all course materials to ensure understanding of assignment requirements
- o Participating in engaging discussions with your peers
- o Other activities as indicated in the weekly lesson that are interactive and hands-on.

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

### **EXCUSED ABSENCES AND/OR COURSE DROP POLICY**

According to UTEP Catalog, "At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of "W" will be assigned before the course drop deadline and a grade of "F" after the course drop deadline." See Policies and Regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

### **COVID-19 PRECAUTION STATEMENT**

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).

### **Disability Policy:**

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support (CASS) located in Union E Room 106. Students who have been designated as disabled must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

### **Equal Educational Opportunity:**

In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or [eoaa@utep.edu](mailto:eoaa@utep.edu).

### **Academic Ethics:**

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary

action. Students may be suspended or expelled from UTEP for such actions.

Done in class  
 Must be completed before class  
 Super important-don't miss or overlook this info

Week/ Date	Topic(s)	Readings & Assignments All assignments are due on the Sunday of the week.
Week 1-  Aug 26	→ Introduction to course → What is content area literacy?	<u>Readings for the week 1:</u> <ul style="list-style-type: none"> <li>• Syllabus [Blackboard]</li> <li>• Buehl, D. <i>Mentoring Students in Disciplinary Literacy</i> [Blackboard]</li> </ul> <u>Assignments for Week 1:</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Buehl Reflection Interludes</li> <li><input type="checkbox"/> Subscribe to 240Tutoring</li> <li><input type="checkbox"/> Complete 240Tutoring Diagnostic Exam for content area</li> </ul>
Week 2 Sept. 2 no class Labor Day	→ How effective readers approach reading → Comprehension → Setting a purpose for reading	<u>Readings for Week 2:</u> <ul style="list-style-type: none"> <li>• Daniels &amp; Zemelman Chapter 1 [Textbook]</li> <li>• Tovani "I'm the stupid lady from Denver..." [Blackboard]:</li> </ul> <u>Assignments for Week 2:</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Graphic Organizer for Chapter 1 and Tovani</li> </ul>
Week 3- Sept 9	→ TEKS → Annotating text for comprehension and understanding → Selecting meaningful, purposeful, texts in the content area.	<u>Readings for the week 3</u> <ul style="list-style-type: none"> <li>• TEKS for you content area and grade level (please download from TEA Website: <a href="http://tea.texas.gov">tea.texas.gov</a>)</li> <li>• Porter-O'Donnell-Beyond the yellow highlighter [blackboard]</li> <li>• <a href="https://explicitinstruction.org/anita-l-archer-phd/">https://explicitinstruction.org/anita-l-archer-phd/</a></li> </ul> <u>Assignments for Week 3:</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> After reviewing and reading your TEKS, select a single standard and student expectation that you want to breakdown.</li> <li><input type="checkbox"/> TEKS Breakdown</li> </ul>

		<ul style="list-style-type: none"> <li><input type="checkbox"/> After watching an Anita Archer video and selecting your content area reading, create a powerpoint with 3-4 words from your annotated content reading.</li> <li><input type="checkbox"/> Annotated content reading/self-selected (see Course Requirements) Find an article, passage, newspaper article, magazine article, chapter from a book that is about a favorite topic from your content, for example, a letter from a civil war soldier, a biography of a scientist, artist, musician, or mathematician, an inauguration speech, a short story. a play, a newspaper article about your favorite sports team or provocative current event, a piece of music with words.</li> </ul>
<p><b>Week 4- Sept. 16</b></p>	<ul style="list-style-type: none"> <li>→ ELPS and Language Objectives</li> <li>→ Lesson Frames</li> <li>→ Sheltered English Instruction.</li> <li>→ English Language Proficiency Standards</li> </ul>	<p><u>Readings for Week 4:</u></p> <ul style="list-style-type: none"> <li>• Cairn &amp; Laird Chapter 2: Framing the lesson [textbook]</li> <li>• Sheltered Instruction: Chapter 6 [Blackboard]</li> <li>• ELPS [Blackboard]</li> </ul> <p><u>Assignments for Week 4:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson Frame</li> <li><input type="checkbox"/> Language objectives</li> <li><input type="checkbox"/> Begin work on lesson plan</li> <li><input type="checkbox"/> Add demographics to lesson plan</li> <li><input type="checkbox"/> Field experience report and reflection #1 ---</li> <li><input type="checkbox"/> 240Tutoring Checkpoint #1 for content exam due</li> </ul>
<p><b>Week 5- Sept 23</b></p>	<ul style="list-style-type: none"> <li>→ Cueing Systems and Metacognitive strategies.</li> <li>→ Effective strategies for reading comprehension</li> </ul>	<p><u>Readings for week 5:</u></p> <ul style="list-style-type: none"> <li>• Daniels &amp; Zemelman [textbook] Chapter 2</li> <li>• Tovani, The realities of reading [Blackboard]</li> </ul> <p><u>Assignments for Week 5:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write a compare/contrast summary for Daniels &amp; Zemelman and Tovani, focus should be on the metacognitive strategies and the cueing systems.</li> <li><input type="checkbox"/> Field experience report and reflection #2 ---</li> </ul>

<p><b>Week 6</b> <b>Sept 30</b></p>	<p>→ foldables in the classroom</p> <p>→ comprehension strategies</p>	<p><u>Readings for week 6:</u></p> <ul style="list-style-type: none"> <li>• <b>Foldable PowerPoint [Blackboard]</b></li> <li>• Daniels &amp; Zemelman Chapter 5 [textbook]</li> </ul> <p><u>Assignments for Week 6:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Foldable for Daniels &amp; Zemelman Chapter 5</li> <li><input type="checkbox"/> Select a Partner to create a demonstration of one of the strategies in chapter 5.</li> </ul>
<p><b>Week 7-</b> <b>Oct. 7</b> <b>on-line</b></p>	<p>→ Reading/writing connections</p> <p>→ Critical writing</p>	<p><u>Readings for the week 7:</u></p> <ul style="list-style-type: none"> <li>• Daniels et al, Chapter 2 [Blackboard]</li> <li>• Cain &amp; Laird, Critical writing [Textbook]</li> </ul> <p><u>Assignments for Week 7:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Critical writing for Cain &amp; Laird and Daniels et al</li> <li><input type="checkbox"/> Make sure you have critical writing in your lesson plan</li> <li><input type="checkbox"/> <b>240Tutoring Checkpoint #2 for content exam due</b></li> <li><input type="checkbox"/> Field experience report and reflection #3 ---</li> <li><input type="checkbox"/> Work with partner to create your pair strategy demonstration</li> </ul>
<p><b>Week 8-</b> <b>Oct 14</b></p>	<p>→ Midterm</p> <p>→ reading and learning motivation</p>	<p><u>Reaing for Week 8:</u></p> <ul style="list-style-type: none"> <li>• Fisher &amp; Frey-Raising the volume through access, choice, discussion, and booktalks. [blackboard]</li> <li>• Daniels &amp; Zemelman Chapter 9 [Textbook]</li> </ul> <p><u>Assignments for Week 8:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> T-chart of pros and cons for Fisher &amp; Frey as they relate to you as a content area teacher</li> <li><input type="checkbox"/> Mid-term: Lesson Plan Due</li> <li><input type="checkbox"/> Teaching Statement. EPP essay</li> <li><input type="checkbox"/> Booktalk</li> <li><input type="checkbox"/> strategy demos</li> </ul>

<p><b>Week 9</b> Oct. 21</p>	<p>→ Textbooks are not enough</p> <p>→ Creating a balanced diet of reading</p>	<p><u>Reading for Week 9:</u></p> <ul style="list-style-type: none"> <li>• Daniels &amp; Zemelman- Chapter 3 &amp; 4 [Textbook]</li> </ul> <p><u>Assignments for week 9:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotated Bibliography of books (fiction and non-fiction)</li> <li><input type="checkbox"/> Field experience report and reflection #4 ---</li> <li><input type="checkbox"/> Strategy demos</li> </ul>
<p><b>Week 10</b> Oct. 28</p>	<p>→ The importance of talk: academic conversations</p>	<p><u>Reading for week 10:</u></p> <ul style="list-style-type: none"> <li>• SEL Reading</li> </ul> <p><u>Assignments for Week 10:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SEL Mini-research project</li> <li><input type="checkbox"/> Strategy demos</li> </ul>
<p><b>Week 11</b> Nov 4.</p>	<p>→ Getting to know your students.</p>	<p><u>Readings for week 11:</u></p> <ul style="list-style-type: none"> <li>• Cain &amp; Laird Chapter 4 [Textbook]</li> </ul> <p><u>Assignments for Week 11:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Outline for Cain &amp; Laird Chapter 4</li> <li><input type="checkbox"/> Begin work on final--related to a strategy that sparked an interest from any readings this semester.</li> <li><input type="checkbox"/> 240Tutoring Checkpoint #3 for content exam due</li> </ul>
<p><b>Week 12-</b> Nov 11</p>	<p>→ Culturally Relevant Pedagogy and strategies</p>	<p><u>Readings for Week 12:</u></p> <ul style="list-style-type: none"> <li>• CRP readings</li> </ul> <p><u>Assignments for Week 12:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summary of CRP reading.</li> <li><input type="checkbox"/> Continue working on your final exam research and presentation.</li> </ul>
<p><b>Week 13-</b> Nov 18</p>	<p>→ Working with readers who struggle readers</p> <p>→ Dyslexia</p>	<p><u>Readings for Week 13:</u></p> <ul style="list-style-type: none"> <li>• Beers, Assessing dependent reader's needs [blackboard]</li> </ul> <p><u>Assignments for Week 13:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Beers-Graphic Organizer</li> </ul>
<p><b>Week 14</b> Nov 28 on-line</p>		<p><u>Week 14</u></p> <ul style="list-style-type: none"> <li>• Complete your final exam and be ready to present</li> </ul>



<b>Week 15- Dec 2</b>		<u>Week 15:</u> <input type="checkbox"/> Begin presenting final exams
<b>Week 16 Dec 9</b>		<input type="checkbox"/> Final exam presentations

**\*\*Syllabus is subject to change.\*\***

**Final Exam Requirements:** Here are the requirements and instructions for the final. Please remember that this is a presentation and there are no make-up dates for this assignment.

For your final exam, you will conduct research on a strategy or a point of interest from this semester. A great place to focus might be the readings on Culturally Relevant Pedagogy, I noticed a lot of strategies and programs available in that reading for example:

- Spoken Word,
- Hip-hop culture in the classroom,
- cooperative learning
- culturally revitalizing pedagogy
- reflective teaching
- reading/writing connections
- bilingualism
- vocabulary strategies
- discussion strategies
- engagement strategies
- metacognitive strategies
- cueing systems

This is not an exhaustive list, there are many other topics.

You will then create a poster board, much like a science fair project board, to present your findings to the class. I will demonstrate this in class.

Poster Presentation	Elements
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Appearance	<ul style="list-style-type: none"> <li>• Display attracts viewers attention</li> <li>• Words are easy to read</li> <li>• Display is well organized and easy to follow</li> <li>• Graphics and visuals enhance presentation</li> <li>• The display is neat</li> <li>• Titles and subtitles are included</li> </ul>
Content	<ul style="list-style-type: none"> <li>• Content is clear and easy to understand</li> <li>• The topic addressed is stated clearly</li> <li>• I understand why someone would be interested in the strategy, topic, idea</li> <li>• There is enough detail for me to understand the strategy, topic, idea</li> <li>• Works cited/references</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>• Presenter response to questions demonstrates knowledge of subject matter and project.</li> <li>• Presenter can succinctly (3-5 minutes) describe and explain the strategy, topic, idea</li> <li>• The five minute overview gave a clear picture of the scope and importance of the project, major accomplishments, and recommendations.</li> <li>• Do not read off the board,</li> </ul>

Rubric for final.

Category	4	3	2	1
Coverage of topic	Details on the poster capture the important information about the topic and increase the audience's understanding.	Details on the poster include important information but the audience may need more information to understand fully.	Details on the poster relate to the topic but are too general or incomplete. The audience needs more information to understand.	Details on the poster have little or nothing to do with main topic.

Appearance	All graphics and information are related to the topic and make it easier to understand, including clear titles and subheadings. Layout is pleasing to the eye and focused.	All graphics and information are related to the topic and most make it easier to understand, information is organized with titles and subtitles. Layout is acceptable.	Graphics and information are somewhat organized and relate to the topic. Missing some titles and subheadings. Layout is a bit disorganized.	Graphics and information are disorganized and may not relate to the topic. Information is unclear and too small to read.
Sources	All sources (information and graphics) are accurately documented in APA style.	All sources (information and graphics) are accurately documents, but there are a few errors in the format.	All sources (graphics and information) are documented, but information is incomplete or many are not in the desired format.	Some sources are not accurately documented.
Mechanics	Presentation is free from errors.	Presentation had one or two errors.	Presentation has a few errors.	Presentation has many errors.
Presentation	Presenter response to questions demonstrates knowledge of subject matter and project. Presenter can succinctly (3-5 minutes) describe and explain the strategy, topic, idea. The five minute overview gave a clear picture of the scope and importance of the project, major accomplishments, and recommendations	Presenter response to questions demonstrates knowledge of subject matter and project. Presenter can somewhat describe and explain the strategy, topic, idea. The five minute overview gave a somewhat clear picture of the scope and importance of the project, major accomplishments, and recommendations	Presenter response to questions demonstrates some knowledge of subject matter and project. Presenter can give some description and explanation of the strategy, topic, idea. The five minute overview gave a partial picture of the scope and importance of the project, major accomplishments, and recommendations	There were many unanswered questions, and only a partial overview of the topic.

