### Instructor's Name and Contact Info.
Dr. Emily Skinner, Ed. D.
skinnere@cofc.edu

### Meeting Time and Place.
Monday & Friday: 11-12:15
ECTR 218

### Office Hours.
Monday: 10-11; Friday: 10-11; 12:15-3:15 (By appointment);

### Office Location.
86 Wentworth, #330

### E-mail.
skinnere@cofc.edu Please use email as the primary source of contact.

### Course Description:
This course examines instructional strategies for discipline specific development of vocabulary and comprehension. Topics include literacy organizational models, content area strategies, and teaching using print and nonprint text.

### Course Prerequisites:
EDEE 325

### Course Objectives:
All teacher preparation programs in the School of Education, Health and Human Performance (SOEHHHP) are guided by a commitment to Making the Teaching Learning Connection through three elements of teacher competency which are at the heart of the SOEHHHP Conceptual Framework:

1. understanding and valuing the learner,
2. knowing what and how to teach and assess and how to create an environment in which learning occurs, and
3. understanding themselves as professionals.

These three competencies underlie all learning and assessment in this course; they help develop the knowledge, skills, and dispositions necessary to become an effective teacher.

- Differentiate between content area literacies teaching and disciplinary literacies teaching
- Synthesize current research about content area literacies and disciplinary literacies
- Explore disciplinary literacies practices in major disciplines- Science, Social Studies, Math, English Language Arts, etc.
- Develop instruction for disciplinary literacies teaching relevant to individuals’ teaching contexts and current standards
- Gather and become familiar with a diversity of print and non-print texts that support disciplinary literacies teaching
- Develop strategies for teaching across the content areas

### Understanding and Valuing the Learner
1. Middle and high school content area candidates understand the theoretical and evidence based foundations of reading and writing processes and instruction. (R2S 1)
2. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. (IRA/NCTE 1)
3. Candidates/Teachers create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society. (IRA/NCTE 4; R2S 4)

Knowing what and how to teach and assess and how to create an
1. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. (IRA/NCTE 2; R2S2)

2. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. (IRA/NCTE 3; R2S 3)

3. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. (IRA/NCTE 5; R2S 5)

Understanding Yourself As A Professional

1. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. (IRA/NCTE 6)

2. Evaluate self-perceptions about issues in teaching and learning (NCATE 5; SOE Standards I, IV, V, VI, VII).

3. Collaborate and cooperate with other course participants in class and in the evaluation of course projects (NCATE 5; SOE Standards I, II, III, IV).

4. Use technology to optimize instruction (NCATE 5; SOE I, II, III, V).

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<thead>
<tr>
<th>SOEHHP Professional Dispositions:</th>
<th>Dispositions:</th>
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<tbody>
<tr>
<td></td>
<td>● Belief that all students can learn.</td>
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<td>● Value and respect for individual differences.</td>
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<td>● Value of positive human interactions.</td>
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<td>● Exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas.</td>
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<td>● Dedication to inquiry, reflection, and self-assessment.</td>
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<td>● Value of collaborative and cooperative work.</td>
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<td>● Sensitivity toward community and cultural contexts.</td>
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<td>● Engagement in responsible and ethical practice.</td>
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<td>● Development of professional mastery over time.</td>
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How it is expressed in this course:

● Participation in class discussions and course projects.
● Participation in class discussions, course projects and reflections.
● Participation in class discussions and during book club meetings.
● Book club meetings, class participation and discussions, course projects.
● Lesson plans and participations in class projects.
● Participation in class discussions and activities.
● Participation in class projects and discussions.
● Performance on quizzes, participation in class discussions, implementation of lesson plans and participation in course projects.
● Performance over time, reflections on lesson plan implementation, participation in class discussions and activities, and performance on quizzes.

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<tr>
<th>Course Text:</th>
<th>Required:</th>
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<tr>
<td></td>
<td>Electronic device for consuming (reading, researching, viewing, listening, etc.) and producing (writing, designing, posting, etc.) texts. This course will be completely paperless with literacy and disciplinary journal and professional readings available on OAKS and work submitted through OAKS Dropbox.</td>
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<td>Apps: Google Drive, Kindle, iMovie, Dictionary, Wikipedia, Goodnotes, Explain Everything, Edmodo, Poplet, Keynote, Opposites, Animoto, Book Creator, etc.</td>
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<td></td>
<td>Shared documents for editing to be accessed through Google Drive.</td>
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<td>3 young adult book club books to be chosen with student input during semester</td>
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| Course Assignments: | Participation (20.25 (27 X .75) points): |
Quality, excellence, and depth are expected in your work and in your interactions with classmates and the instructor. Consistent preparation and attendance are expected, as is active participation and engagement in class discussions and activities. Members of the class bring a rich diversity of backgrounds, interests, and experiences to class discussions. Much can be learned by listening to others’ ideas, questioning those ideas and sharing your own ideas. You must arrive to class on time, stay for the entire class, and participate actively to receive full credit for participation each class. If you arrive more than 10 minutes late or leave more than 10 minutes early, you will receive ½ credit for the class. If you are unprepared (don’t have materials or have not done the reading/viewing prior to class), you will receive ½ credit for your class participation grade that day. You will earn .75 point for each class you attend, arrive on time, are prepared for and participate actively contributing to whole group and small group discussions.

**Content Area Literature Book Clubs (15 points):**

You will participate in online and F2F book club for 3 adolescent books. You will receive points based upon the depth and breadth of your participation. We will discuss specifics and decide on titles in class.

**ELA:**


**Math/Computer Programming:**


The number devil

**Science:**

https://www.amazon.com/Learning-Swear-America-Katie-Kennedy/dp/1619639092/ref=sr_1_1?fst=as%3Aoff&qid=1480336395&sr=8-1&keywords=learn how to swear in america


**Social Studies**


https://www.amazon.com/Watsons-Birmingham---1963-Christopher-Paul-Curtis/dp/044022800X/ref=sr_1_1?s=books&ie=UTF8&qid=1472474393&sr=1-1&keywords=the+watson%27s+go+to+birmingham

**ELA:**

Graphic novels:


Free Verse:


**SS:**


Brown, D. *Drowned City*


**Math:**

The Simpsons and their mathematical secrets


http://www.amazon.com/T-Minus-Race-Moon-Jim-Ottaviani/dp/1416949607/ref=sr_1_1?ie=UTF8&qid=1454873106&sr=8-1&keywords=t+minus+the+race+to+the+moon

Science:


Brown, D. Drowned City

(doesn’t need to be related to content area- this is just to read what’s currently popular with adolescents [link])

Quizzes (3 X 10 points = 30 points)

Three quizzes will cover information learned over the course. All quizzes are content-based (from readings, videos, podcasts, in-class discussions, handouts, etc.). They require that you recall, synthesize and apply research, theory, and practice of concept, information and terminology addressed in EDMG 401. NEITHER STUDY GUIDES NOR MAKE-UP QUIZZES WILL BE GIVEN. See course calendar for specific quiz dates.

iPad App Review Matrix (10 points)

You will construct a matrix of reviews of and recommendations for 10 apps that you could use to teach in your discipline. You will choose 3 different types of apps (e.g. digital storytelling, concept mapping, etc.) and review 3-4 apps used for the same purpose to compare for a total of 10 apps. You will present one app to the class.

Matrix Categories

Apps:

1. Digital storytelling (e.g. iMovie, Voicethread, etc.)
2. Screencasting (e.g. Explain Everything, Show Me)
3. Social Networking: Edmodo (this one is used a lot in middle grades classes and is free), Google Classroom
4. Book Maker (e.g. Bookmaker)
5. Concept Mapping (e.g. Poplet, Coggle)
6. Presentation (e.g. Keynote, Prezi, Haiku Deck, Flowboard)
7. Comic Strip (e.g. Pow, Strip Design)
8. Annotation (e.g. Goodnote, Adobe, readible.com/products/pdfexpert5, etc.)
9. Organization (e.g. Google Drive, Google Calendar, Wonderlist, TeacherAide, etc.)
10. Quizzing (Quizlet, Kahoot, Study Blue)
11. Digital Portfolios: Seesaw

Possible Websites:

Poetry
http://www.poetryoutloud.org/
http://youthspeaks.org/bravenewvoices/

Comics and graphic novels
graphicnovelresources.blogspot.com/
www.comicsreporter.com/
www.graphicnovelreporter.com/
www.comixology.com/
www.comicchameleon.com/comic/
www.thrillbent.com
www.makebeliefscomix.com

Government Learning: Crashcourse, National Park Service and Congress
https://www.youtube.com/user/crashcourse
www.nps.gov/index.htm
congress.sunlightfoundation.com

Reminder
www.remind.com/

Interactive Lectures
www.nearpod.com/

Advocacy
www.amnestyusa.org
www.thesociologicalcinema.com
www.tolerance.org
http://zinnedproject.org/

Presentation
www.pechakucha.org
www.brainshark.com/mybrainshark
www.emaze.com

Critical Textbook Analysis (10 points):

Analyze a disciplinary textbook to determine reading level, perspectives shared, strengths and weaknesses and areas that you believe need supplemental texts support. Find supplemental texts and describe how you would use them. A rubric will be used to evaluate your textbook analysis and recommendations for supplemental texts.
Disciplinary Literacies Practices Inquiry Digital Presentation (15 points):

Make a digital presentation (incorporating visual, narration, and print) that demonstrate what it means to engage as a scientist, mathematician, historian, geographer, economist, or politician. Include examples of texts and tools that you could use in disciplinary teaching relevant to middle grades learners. A rubric will be used to evaluate your analysis and recommendations for instruction. Due at final exam.

<table>
<thead>
<tr>
<th>Evaluation Criteria:</th>
<th>100 points possible</th>
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<tbody>
<tr>
<td>Attendance, Participation &amp; Preparedness</td>
<td>20.25 points</td>
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<tr>
<td>Content Area Literature Book Clubs</td>
<td>15 points</td>
</tr>
<tr>
<td>Quizzes (3 X 10)</td>
<td>30 points</td>
</tr>
<tr>
<td>iPad App Review Matrix</td>
<td>10 points</td>
</tr>
<tr>
<td>Critical Textbook Analysis</td>
<td>10 points</td>
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</tbody>
</table>
| Disciplinary Literacies Practices Inquiry Presentation | 15 points |}

Grading Scale:

- A 93 – 100% 4.0
- A- 91 – 92% 3.7
- B+ 89 – 90% 3.3
- B 86 – 88% 3.0
- B- 84 – 85% 2.7
- C+ 82 – 83% 2.3
- C 79 – 81% 2.0
- C- 77 – 78% 1.7
- D+** 75 – 76% 1.3
- D 72 – 74% 1.0
- D- 70 – 71% 0.7
- F 0 – 69% 0.0

Attendance Policy:

This is an intensive demonstration methods class. You need to be here. No more than FOUR absences are allowed. MORE THAN four absences results in a “WA” which converts to an F. Prompt arrival to class is also important. Excessive tardiness (arriving multiple times more than 10 minutes late) and/or leaving class early (leaving multiple times more than 10 minutes early) will result in a “WA” for the course which converts to an F.

Accommodation:

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class if any accommodations are needed for the course.

Honor Code:

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are clearly related to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be
placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings, Podcasts, Videos &amp; Apps</th>
<th>Assignments due</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong></td>
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</table>
| Friday, Aug 26 | Course Overview and Introductions Student Data Gathering | Introductions  
Course Overview: Syllabus and Content  
Google Drive  
Bring Your Own Device Policy  
Book Clubs |                 |
| **Week 2:**|                                            |                                                                                                  |                 |
| Monday, Aug 29 | Content Area Literacies                    | Fang, Z. (2012).  
Journal of Adolescent & Adult Literacy, 56(2), 103-108. doi:10.1002/JAAL.00110  
iPads: Experiment with presentation app: GoogleSlides and Keynote  
Select Content Area Book Club Books | Sign up for content area book club books |
(7), 215-222. doi:10.1002/JAAL.221 | In Class: Listen to Castek podcast.  
http://literacyworldwide.org/podcasts/jaal-56-7-JillCastek.mp3  
APP IN CLASS STUDIO: Show Me, Voicethread |                 |
| **Week 3:**|                                            |                                                                                                  |                 |
Science Scope, 34(5), 45-49.  
Harvey & Goudvis chapter from |                 |
| Friday, Sept 9 | Explicit Comprehension Strategies: Gradual Release of Responsibility |                                                                                                  |                 |
| **Week 4:**|                                            |                                                                                                  |                 |
| Monday, Sept 12 | Explicit Comprehension Strategies Continued | Comprehension strategies continued  
Discuss iPad app matrix project.  
Book Club Meetings | Book Club #1 Post #1 (complete ⅓ of book); Book Club Meeting |
<p>| Friday, Sept 16 | Close Reading                             | Listen to: Fisher &amp; Frey podcast from JAAL (prereading activity for Friday’s reading);           |                 |</p>
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<th>Week 5:</th>
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**Respond to Book Club #1 Post #1 Classmate**

Week 6

<table>
<thead>
<tr>
<th>Monday, Sept. 26</th>
<th>iPad app and website sharing</th>
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<tbody>
<tr>
<td>Friday, Sept. 30</td>
<td>Quiz #1</td>
<td>Quiz #1</td>
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</table>

Due: iPad App/Website Reviews Matrix

Book Club #1 Post #3 (complete book)

Book Club Meetings

Respond to Book Club #1 Post #3 Classmate

Week 7

|----------------|------------|-----------------------------------------------------|

Select Book Club #2.

Jigsaw and present chapter/graphic organizers

Oct. 5: Borrow textbook from field experience for a couple of weeks.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Notes</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>Book Club #2, Post #1 (1/2 of graphic novel) Book Club Meeting</td>
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<td>Week 8</td>
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<td>Week 9:</td>
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<td>Week 10:</td>
<td>Quiz #2</td>
<td>Quiz #2</td>
<td>Verify Book Club #3</td>
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<tr>
<td>Monday, Oct. 24</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
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<td>Week 11:</td>
<td>Morning, Oct. 31: No In Class Meeting</td>
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<td>Week 12:</td>
<td>Monday, Nov. 7: FALL BREAK Nov. 8: VOTE!</td>
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<td>Week 13:</td>
<td>Monday, Nov. 14</td>
<td>Disciplinary Literacies: Focus on Math Continued Share experiences at YALL Fest</td>
<td>In Class Viewing: Pair up and view Lloyd or Owens Disciplinary Literacies Interview (one partner views each video) and jot down notes in Math graphic organizer (Student Resources/Daily Plans))</td>
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<tr>
<td>Thanksgiving Week</td>
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<td>Nov. 21: No Class (YALL Fest Nov. 12 serves in place of this class)</td>
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<td>Nov. 25: Thanksgiving Break</td>
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<td>Friday, Dec. 2</td>
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<td>Writing Across Content Areas Student Evaluations</td>
<td>In Class Viewing: Pair up and view Scott-Copses or Francis ELA Disciplinary Literacies Interview (one partner views each video) and jot down notes in ELA graphic organizer (Student Resources/Daily Plans))</td>
</tr>
<tr>
<td>Week 15:</td>
<td>Monday, Dec. 5</td>
<td>Quiz #3</td>
<td>Quiz #3</td>
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<tr>
<td>Exam:</td>
<td>Disciplinary Literacies Presentations Due</td>
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