CI 470/570: Teaching and Learning Non-Fiction Sources for Adolescent and Adult Learners
Department of Curriculum and Instruction, Southern Illinois University-Carbondale
Fall Semester 2015

Instructor: Grant Miller, Ph.D.
Wham Hall, 323K
Phone: (618) 453-4250

Office hours: T&R: 10-noon,
W: 1:30-3:30pm, and by appt.
e-mail: gmiller@siu.edu

Course Goals and Objectives

This course will provide prospective social studies teachers with opportunities to:
1) Select and integrate knowledge from the Common Core States Standards and other sources to design curriculum appropriate for middle and high school classes and for varied school populations (i.e., special education, ESL, honors, etc.).
2) Develop a variety of instructional approaches based on student work samples.
3) Demonstrate proficiency in the identification, development, and alignment of (mis)conceptions in students’ acquisition of skills.
4) Learn to use sources to enhance students’ critical thinking skills and help them develop the ability to engage in critical thinking.
5) Communicate the nature of knowledge and research in the content areas.
6) Learn how to have fun in the classroom . . . and still make it educational.

Course Information

Note for Social Science Education Students: Your work will be assessed as part of the accreditation review for the National Council for the Social Sciences. This course will explore and analyze a number of issues you will impart to your future high school students, including 1) the development of lessons and unit plans that incorporate the social studies, arts, and primary sources and 2) scaffolds that engage students with diverse learning needs in historical thinking.

Canceling Class: In the event of inclement weather or other unforeseeable event, I will decide whether to hold class by 4pm of that day. I will e-mail you at that time if we are ___ having class.
IMPORTANT DATES *
Semester Class Begins: 08/24/2015
Last day to add a class (non-sponsored): 08/30/2015
Last day to withdraw completely and receive a 100% refund: 09/06/2015
Last day to drop a course using SalukiNet: 11/01/2015
Last day to file diploma application (for names to appear in Commencement program): 12/14-12/18/2015
Final examinations: 12/14-12/18/2015
Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage: http://registrar.siu.edu

FALL SEMESTER HOLIDAYS
Labor Day Holiday 09/07/2015
Fall Break 10/10—10/13/2015
Veterans Day Holiday 11/11/2015
Thanksgiving Holiday 11/25—11/29/2015

WITHDRAWAL POLICY – Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/pdf/usgcatелog/314.pdf

INCOMPLETE POLICY – Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/pdf/usgcateloge314.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-siu/grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

PLAGIARISM CODE

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Please reference the Building Emergency Response Protocols for Syllabus attachments on the following pages. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: http://www.inclusivenessxcellence.siu.edu

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website
Tutoring: http://tutoring.siu.edu/
Math Labs: http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:

SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVICE: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/

Fall 2015 R.O. Rosows
Course Requirements

1) Participation (individual, 50 pts): These points include class attendance, participation in class discussions and case studies, quizzes, and the written assignments you will bring to class (see calendar for dates and descriptions). Written assignments should be submitted during that class. Written assignments, quizzes, and class participation are graded in terms of four categories:
A: You have gone beyond what is expected; the work suggests considerable thought and effort and is of exceptionally high quality.
B: You completed the assignment appropriately; this is a solid performance.
C: The assignment suggests a lack of effort and/or understanding; there are notable shortcomings in the work.
F: The work fails to address the intent of the assignment. The assignment has to be redone.

Class attendance is required, and Participation Points are assigned for attending class. If you miss a class for any reason you are expected to contact a class member or come to my office hours or give me a call or send an email to go over issues covered in that class to receive credit. It will also be your responsibility to find out if any additional materials were handed out during that class. Furthermore, if you have to miss more than three classes, I suggest that you take the course at another time.

2) Modeling Historical Thinking: One (1) think aloud video for sourcing, one (1) think aloud video for corroboration, and one (1) scaffolded ebook: (individual, 150 pts.): For this assignment you will need to select primary sources from the Library of Congress and/or Morris Special Collections and develop two (2) think-aloud scaffolds that model historical thinking and/or media literacy skills related to citing evidence for sourcing and corroboration and (1) eBook that scaffolds corroboration. You will need to use the Educreations application on the iPad for the think-aloud scaffolds and Book Creator for the ebook. All products you create will clearly connect to the student learning data you will have collected and analyzed during the semester. More information for these assignments is provided in Livetext and D2L.

3) CCSS-Aligned Assessments (individual, 100 pts): You will create a total of ten (10) assessments that help evaluate 1-2 CCSS standards each on a variety of topics found at the Library of Congress and Morris Special Collections. Across these assessments, you will evaluate a minimum of 5 different CCSS standards. More information for these assignments is provided in Livetext and D2L.

4) Literacy Assessment Mini-Module (individual or pairs, 150 pts): Over the course of the semester, you will be required to construct curricula for a history classroom that will then be administered, collected, analyzed, and used for adapting additional lessons and assessments for a classroom (see Course Requirement #5). Specific attention will be given to the EdTPA rubrics for assessing this project. See the “Course Overview and Readings” section of this syllabus for due dates and further details.

5) Research Synthesis Presentations (Graduate Students ONLY): At the end of the semester, you will have an opportunity to present a synthesis of literature related to students’ acquisition of language, literacies and/or culture. There are a number of
options for your topic and format for your presentation; however, I will need to approve your final choice. Additional information for this assignment will be provided in class.

6) Final Exam (individual, 50 pts): Building on the assignments, readings and activities from this course, the final exam will be an opportunity for you to analyze materials provided in order to identify, explain, and cite evidence to support your assessment of the following: Common Core State Standards (CCSS), Academic Language demands, heuristics, student (mis)perceptions related to skill development, and scaffolds to support student learning.

Note: Social Science and History Education Majors will need to submit their assignments via Livetext.

Grading Scale

500 pts. possible: A (450-500); B (400-449); C (350-399); D (300-349); F (299 or below)

Course Readings


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**Course Overview and Readings**

1) **Wednesday, August 26: Introduction to Course**

2) **Wednesday, September 2: Introduction to Literacy Instruction and Assessment Systems**
   
   
   **Preparation for Class: Teaching Channel Videos**
   
   To what extent are Luke’s (2012) call for literacy evident in these Teaching Channel videos, and how well does this instruction meet EdTPA requirements? Using the Rubrics from the EdTPA Handbook, analyze two videos of classroom instruction from the Teaching Channel: a) [https://www.teachingchannel.org/videos/reading-like-a-historian-sourcing](https://www.teachingchannel.org/videos/reading-like-a-historian-sourcing) and b) [https://www.teachingchannel.org/videos/reading-like-a-historian-taking-positions](https://www.teachingchannel.org/videos/reading-like-a-historian-taking-positions). To expedite our discussion about these classrooms, “rank” them—noting specific points in the videos you observe (e.g., 4 out of 5 for rubric 3 @ 5:32 of “Philosophical Chairs” video) and identify key examples from the videos that demonstrate Luke’s argument.

3) **Wednesday, September 9: Introduction to CCSS Non-Fiction Standards**
   
   **Readings:** 1) CCSS Non-Fiction Reading and Writing Standards, 2) Engage New York Sample Items, and 3) Hollenbeck & Saternus – Mind the Comprehension Iceberg
   
   **Reading for Graduate Students:** Wineburg (1991) – How does the reading comprehension strategies and (mis)perceptions Wineburg describes compare and contrast to today’s readings?
   
   **Preparation for Class: Identifying Primary Sources for Assessments**
   
   Identify, bring, and be prepared to discuss one text-based (e.g. newspaper) and one image-based (e.g. political cartoon) you could use in class to appropriately assess 2 or more specific CCSS reading standards. We will workshop these assessments in class, so it will be important for you to bring question drafts with you.

4) **Wednesday, September 16: Introduction to Content-Based Literacies and Media Literacy**
   
   **Readings:** 1) Fang & Coatoam – Disciplinary Literacy, 2) Fang – Approaches to Developing Content Area Literacies, 3) Considine et al – Teaching and Reading the Millennial Generation, and 4) Gainer – Critical Media Literacy
   
   **Reading for Graduate Students:** Paxton (1997) – What problems might students have when encountering the content-based literacies described in this week’s readings and how can we address them?

   **Due: Part 1 of Literacy Assessment Mini-Module (preferably with a partner)**
   
   Create a worksheet that prompts students to identify evidence to support a claim for 3-4 LOC and/or Morris Special Collections primary sources. Topics can vary from contemporary to past events (e.g., current advertisements, excerpts from George Washington’s diary). One of these primary sources will need to be a text-based source. Two paper and digital copies of your worksheet need to be submitted: one with highlighted “answers” and explanations and one that is blank for secondary students to use.
5) Wednesday, September 23: Academic Language, CCSS and PARCC

**Readings:** 1) Short et al. – The Academic Language of Social Studies and History, 2) Gritter et al – Teacher Scaffolding of Academic Language, and 3) PARCC

**Preparation for Class: PARCC’s Academic Language and CCSS Demands**

“Take” the High School ELA PARCC exam via “Sample Items” at: [http://practice.parcc.testnav.com/](http://practice.parcc.testnav.com/) and come to class prepared to share 2-3 key examples of CCSS standards and 4-5 Academic Language demands you identified.

6) Wednesday, September 30: Citing Evidence to Support a Claim

**Readings:** 1) Stahl – What counts as Evidence

**Reading for Graduate Students:** Guzzetti & Bang (2010) – How does literacy instruction and students’ uses of evidence compare to this week’s and previous weeks’ readings?

**Due: Part 2 of Literacy Assessment Mini-Module (preferably with a partner)**

Using the data collected from Part 1, compile a qualitative and quantitative report of how well students can cite evidence to support a claim. Be sure to use specific quotes and other forms of evidence to support your claim about their learning. Conclude your report with your plans for instruction that will address these issues.

7) Wednesday, October 7: Sourcing and Corroboration Sources

**Readings:** 1) Slave Quarter Assessment Module, 2) 1877 Railroad Strike Assessment, and 3) PARCC 8th Grade Science Assessment

**Preparation for Class: Analyzing Student Work Samples - Sourcing**

Using the rubric provided in the Slave Quarter Assessment Module, come to class having already ranked each student’s response as “Proficient,” “Emergent,” or “Basic.” Also, identify and be prepared to discuss which CCSS reading and writing standards are exhibited in all three assessments.

8) Wednesday, October 14: Writing from Sources


**Preparation for Class:**

Review the History Scene Investigation, *The U.S. Constitution: “I Smelt a Rat,”* at [http://web.wm.edu/hsi/cases/constitution/constitution_student.html](http://web.wm.edu/hsi/cases/constitution/constitution_student.html) in order to: 1) identify the writing demands presented in this module, 2) use the today’s readings to suggest ways to support students completion of this module, and 3) create a “PARCC-like” multiple-choice assessment (questions about how, now what) using two of the sources provided in the module. *Bring a paper copy of your assessment to class.*

**Due:** Sourcing Think Aloud Video (see #2 in Course Requirements)

9) Wednesday, October 21: Media Literacy Revisited

**Readings:** 1) Brigham’s Deconstructing Media Module and 2) MediaLit.org – 5 Key Questions

**Reading for Graduate Students:** Jarman & McClune – How do the media awareness concepts presented here compare and contrast to this week’s readings and how can these heuristics/concepts be used for classroom instruction?

**Preparation for Class: Media Literacy in Deconstructing Media and Morris Sources**

First, use this the readings from this week and previous weeks on media literacy to analyze the tasks required for Brigham’s online learning module. Be prepared to discuss in class what you identified. Second, bring three sources from Morris Special Collections you will use for developing CCSS-aligned assessments as well as a draft copy of those questions to workshop in class.

**Due: Part 3 of Literacy Assessment Mini-Module (preferably with a partner)**

Create a worksheet that prompts students to source and corroborate 4 primary sources. Topics can vary from contemporary to past events (e.g., current advertisements, excerpts from George Washington’s diary). One set of these primary sources will need to be text-based. *Two paper and digital copies of your worksheet need to be submitted:* one with highlighted “answers” and explanations and one that is blank for secondary students to use.
10) Wednesday, October 28: Scaffolding Corroboration via UDL
   **Readings:** 1) Meo – Curriculum Planning for All Learners

   **Preparation for Class: Using UDL to Scaffold Corroboration**
   Watch the "Reading Like a Historian: Corroboration" video at
   [https://www.teachingchannel.org/videos/reading-like-a-historian-corroboration](https://www.teachingchannel.org/videos/reading-like-a-historian-corroboration) and use today's reading to identify ways the teacher does (and could) adapt his lesson to meet his students' varied learning needs.

11) Wednesday, November 4: GIS for History and Workshopping eBooks

   **Preparation for Class: Slavery through GIS**
   Peruse the GIS module for Slavery and be prepared to identify ways this online curriculum supports the concerns Hammond & Bodzin present. Also in class, you will have an opportunity to workshop your drafts for the eBook assignment, which will be due after Thanksgiving break. Bring to class the sources and ideas for supports you plan to use and be able to discuss how your eBook will connect to what you found from step 4 of the EdTPA Mini-Module.

   **Due: Corroboration Think Aloud Video (see #2 in Course Requirements)**

Wednesday, November 11: No Class – Veterans Day

12) Wednesday, November 18: Technology in Education and EdTPA Mini-Presentations
   **Readings:** 1) Castek & Beach – Using Apps to Support Disciplinary Literacy and 2) Hutchinson et al – Exploring the use of the iPad for Literacy

   **Due: Part 4 of Literacy Assessment Mini-Module (preferably with a partner)**
   Using the data collected from Part 1, present a qualitative and quantitative report of how well students can source and corroborate sources. When identifying their strengths and weaknesses, focus on the CCSS and Academic Language demands of this task. Also, be sure to use specific quotes and other forms of evidence to support your claim about their learning. Conclude your presentation with your plans (based on course readings) for instruction that will address these issues.

   **Due: 10 CCSS-Aligned Assessments**

Wednesday, November 26: No Class – Thanksgiving Break

13) Wednesday, December 2: Culturally Responsive Pedagogy
   **Readings:** 1) TBA and 2) Southern Poverty Law Center – Racist Past ([http://www.tolerance.org/magazine/number-33-spring-2008/feature/does-my-town-have-racist-past](http://www.tolerance.org/magazine/number-33-spring-2008/feature/does-my-town-have-racist-past))

   **Class Discussion: (Not) Teaching about Racism**
   Based on today's readings, be prepared to address the following questions: To what extent have issues of racism been discussed in your secondary-school experience? When would they have/have not been appropriate? Why? To what extent do the course readings provide support for these discussions and/or investigations in a high school classroom? Cite specific evidence from the readings to support your claims.

   **Due: eBook Scaffolding Historical Thinking (see #2 in Course Requirements)**

14) Wednesday, December 9: Response to Intervention (and Instruction)
   **Readings:** 1) Lenski – What RTI Means and 2) Brozo – Response to Intervention or Responsive Instruction

   **Preparation for Class: RtI**
   Based on the course readings to this point in the semester, what are examples of resources and strategies you can use to support an RtI system/program in a school? Be prepared to cite specific examples. You will also be given resources in class to use for identifying scaffolds, language demands, heuristics, and standards from the this course's content to prepare you for the final.

   **Due: Research Synthesis Presentations (Graduate Students ONLY)**

Wednesday, December 16: Final Exam (5:00-7:00pm)

**Please Note:** To better meet the needs of this course, this syllabus is subject to minor changes. If any changes are made to course readings or assignments, you will be notified as soon as possible.