Teaching Reading and Writing in Secondary Content Areas

Instructor: Francie K. Shafer, Ph.D.
Office Phone: 618-453-4237
*Email: fshafer@siu.edu
Office: Wham 323G
Wham Education Building
*Email: flindner16@hotmail.com
Office Hours: M and W: 12:30—3:30 pm, Fridays by appointment only (9 am-12)
*Emails are answered in a timely manner.

Scheduled Class: Wednesday: 6:30—9 pm
Room: Wham 308

Spring Break: March 12th—20th
Exam Week: May 9th—May 13th
Final Exam: Wed, May 11th

Required Texts:


*Each student is required to purchase a notebook for use as a writing journal.

Required Readings: Readings are assigned for each class and will include chapters from the textbook and articles from education journals.

<table>
<thead>
<tr>
<th>Textbook Reading Assignments</th>
<th>Major Concepts</th>
<th>Discussion Points/Journal Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>What is literacy?</td>
<td>Why are we all teachers of literacy?</td>
</tr>
<tr>
<td>Chapter 2 &amp; 8</td>
<td>Vocabulary</td>
<td>Academic language</td>
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<tr>
<td>Chapter 10</td>
<td>Writing</td>
<td>Writing to communicate and writing to learn; use of technology</td>
</tr>
<tr>
<td>Chapter 4</td>
<td>Literacy strategies</td>
<td>Why do secondary teachers need various literacy strategies for their learners?</td>
</tr>
<tr>
<td>Chapter 12</td>
<td>Literature</td>
<td>Read Aloud Books for Content Areas</td>
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</tbody>
</table>
Course Content: The content of this methods course will include foundational knowledge of literacy processes (Chapter 1); instructional strategies to address literacy (Chapter 4 and Fisher textbook), literacy skills (Chapter 10), and literacy acquisition (Chapter 12); student learning needs and characteristics, developmentally appropriate instruction and assessment for the secondary learner (Chapter 4) and learning from texts (Chapter 2, 8, and 12). This course’s content will specifically address the literacy strands (reading, writing, speaking/listening, academic vocabulary, and media/technology) associated with Illinois Common Core Standards for secondary learners (ISBE, 2010).

Objective: Illinois Common Core Standards, Illinois Professional Teaching Standards, as well as content specific standards for secondary learners focus on the need for teachers to possess and demonstrate content knowledge and various instruction skills to teach, assess and model appropriate and effective literacy strategies in specific content areas. This course is designed to provide the opportunities pre-service candidates need to address these standards.

Conceptual Grounding: This course is fundamentally grounded in the conceptual framework of reflective practice. In 1987, Donald Schon introduced the concept of reflective practice as a critical process in refining one's artistry or craft in a specific discipline. Schon recommended reflective practice as a way for beginners in a discipline to recognize consonance between their own individual practices and those of successful practitioners. As defined by Schon, reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline (Schon, 1996). Therefore, students are expected to participate in class dialogues and discourses about the assigned readings and to demonstrate various instructional strategies that will help them meet the diverse literacy learning needs and characteristics of their future secondary students who are traditionally housed in grades 6-12.

Source:

Instructor’s Expectations: Policies and Procedures
*Enter this class with a professional attitude, display a positive attitude toward others and their opinions, exhibit a willingness to listen and learn from others, and demonstrate an acceptance of our differences and similarities.*

Attendance: Attendance and punctuality count as 15% of your final grade for this course. It is a professional courtesy to arrive on time and prepared for class. Therefore, this instructor expects “you” to attend every class and participate in the in-class activities, discussions, group work and demonstrations. These components are important for applying educational concepts and methods
and will contribute to your course participation grade. Emergency situations do arise, when that occurs; please notify the instructor via email. **However if a student misses two classes, it may result in a failing grade for the course.**

**Accommodations:** Please notify me if you have special needs that I can address in any way and I will make every effort to accommodate your special needs.

**Technology:** *Using one's cellphone for non-academic purposes is unacceptable.*

The computer lab is a valuable learning tool for the content of this course. The use of technology as a research tool advantages the content of this course as well as the students who attend the class. However, a student’s cell phone, text messaging, Instant messaging, Facebook account or MySpace account are not part of the technology component of this class/course. Professional behavior is expected. Thus, **do not** exhibit behaviors that “you” as I teacher would not allow in your classroom.

If a secondary student could not display the behavior (text messaging, cell phone use), then do not demonstrate that behavior in my classroom. Besides the use of such not only illustrates rude behavior toward the instructor and the rest of the students, but doing so does not ‘fit’ into the professional behaviors that are required from practicing teachers and pre-service candidates in the public school setting. So however tempting it might be to send a text, avoid it.

**ASSIGNMENTS**

1. **All work is to be word processed unless otherwise directed by the instructor.**
2. All work submitted beyond the due date will be assessed a 10% penalty.
   a. Additionally, the late penalty may increase due to the length of time that has elapsed from when the assignment was due and when it was completed and given to the instructor.
   b. It is the policy of this instructor that work will be accepted and some points earned, no matter how late it is completed. My personal educational philosophy does not believe in ‘zero’ points unless the student does not ever complete the assignment.
3. **Due dates for assignments will be stated in class, written on the class whiteboard, posted in D2L, and listed on the course calendar.**
4. **It is the student’s responsibility to be aware of the due dates for the assignments.**
5. The assignment list is tentative and may change based on the progress and needs of the class and the scheduling of guest speakers.

**Tentative Calendar/Assignments/Tasks**

<table>
<thead>
<tr>
<th>Attendance and Punctuality:</th>
<th>15% total points calculated</th>
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<tbody>
<tr>
<td>Email contact</td>
<td>05 pts. (First day of class)</td>
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<tr>
<td>Media Literacy Tasks (Video, digital, and print)</td>
<td>60 pts. (Week 2, various other dates)</td>
</tr>
<tr>
<td>Chapter Comprehension Checks (10 pts. each)</td>
<td>60 pts. (As assigned, Week 2-15)</td>
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<tr>
<td>In-class completion activities</td>
<td>50 pts. (Weeks 1-16)</td>
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<tr>
<td>Content Area Lesson Plans using strategies (2)</td>
<td>ED TPA 34 pts. (Week 10, Week 14)</td>
</tr>
<tr>
<td>Opening/Closing Activity/Demonstration (Content Specific)</td>
<td>10 pts. (Weeks 4-13)</td>
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</table>
Literacy Strategies Presentation w/ handout for class/Team  30 pts. (Weeks 10-15)
Instructional Strategies Reflection Journal  35—50 pts.**
**depends upon number of content teams and completion of strategy presentations

Article Commentaries/Reflections  (20 pts. each)  60 pts.
Tests  (20 pts. each)  40 pts.

**Final Exam** is scheduled for completion during the approved Exam Week May 9th—13th, 2016 in Wham 308.

**Grading Scale: Grade points based on conversion to percentages**
A: 90-100  B: 80-89  C: 70-79  D: 60-69  F: Below 60

****Note: The instructor retains the right to adjust points due to addition or deletion of assignments. Percentage values on the grading scale will remain constant.

An INC is assigned when for reasons beyond his/her control, a student engaged in passing work is unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the INC grade.

**University Policies: See syllabus attachment**

**Bibliography Resources:**


