 **CAMPBELLSVILLE UNIVERSITY**

#### COURSE SYLLABUS\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PLEASE TYPE DATE 1/19/17

ACADEMIC UNIT: SCHOOL OF EDUCATION FACULTY: Dr. Carol Garrison

Please check to indicate this course has a service learning component.

Discipline Course # Section Title of Course Credit Hours Cross Reference

ED 359-01 Language Arts P-9 3

**TEXTBOOK Required X Not Required**

Author McKenna, M. C. & Robinson, R. D Title Teaching through Text: Reading and Writing in the Content Areas, 2nd Ed.

Publisher: Pearson Date of Publication 2014

**ADDITIONAL MATERIAL**

**Author:** Allen, J.  **Title** Tools for Teaching Content Literacy.

Publisher: Stenhouse Publishers. **Date** 2004

**Author:** Tovani, C. (2004). **Title** Do I really have to teach reading?

Date 2004

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
   1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
   2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
   3. Supplemental reading assignments or outside work required.
   4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: *Beverly Ennis* Date Copy Received \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

VP for ACADEMIC AFFAIRS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Copy Received \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

**COURSE SYLLABUS**

**Spring 2017**

# **ED 359 Content Literacy**

**3 Credit Hours**

**Professor: Carolyn Garrison, Ed. D.**

**Office: EB 101**

**Telephone: (270) 789-5284 (office) Email:** [**cagarrison@campbellsville.edu**](mailto:cagarrison@campbellsville.edu)

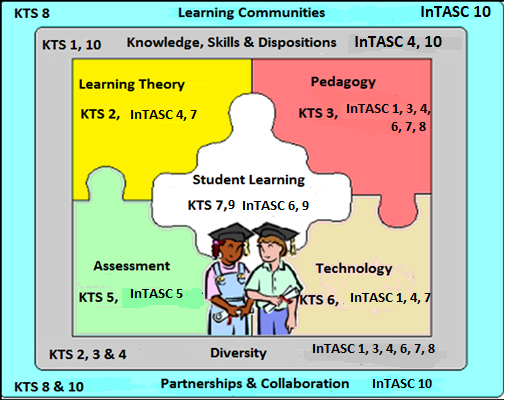
**Office Hours: M 9-12:00; W 9-10; W, F 11-12; T, Th. 9:30-10:30**

***Conceptual Framework of Teacher Education***

***THEME: “EMPOWERMENT FOR LEARNING”***

*Content, process and self-efficacy*

***MODEL:***



***MISSION:*** Campbellsville University’s School of Education, in keeping with the spirit of Campbellsville University, seeks to prepare teachers by providing an academic infrastructure based on scholarship, service, and Christian leadership. The primary aim of the program is to advance scholars who are competent and caring educators committed to life-long learning in a diverse society.

**I. Catalog Course Description:**

This course supports teachers in their goals to help students become competent readers and writers of informational text in varied formats. Teachers learn a variety of methods and strategies for teaching and learning content through reading and writing. Teachers will learn to help students read informational texts critically and evaluate their value and relevance. The scope of this course aims to prepare teachers to assume the role of peer leaders in content area literacy instruction.

**II. Required Texts:**

**Main Text:**

McKenna, M. C. & Robinson, R. D. (2014). Teaching through Text: Reading and Writing in the Content Areas, 2nd Ed. Pearson.

**Supplementary, required texts:**

Allen, J. (2004). Tools for Teaching Content Literacy. Stenhouse Publishers.

Tovani, C. (2004). Do I really have to teach reading?

**III. Objectives:**

***Teachers in this course will learn***

1. Foundational knowledge (theory and evidence based foundation) of reading and writing processes and instruction;
2. Instructional approaches, materials and an integrated, comprehensive, balanced curriculum, balanced curriculum to support student learning in reading and writing of informational text;
3. Use of a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction for informational text.
4. To develop awareness, understanding, respect and a valuing of differences in our society, apply that to reading and writing in the content area.
5. How to 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.
6. To recognize the importance of, demonstrate and facilitate professional learning and leadership as a career-long effort and responsibility, as applied to reading and writing in the content areas.

**IV. Topics:** (not necessarily in this order; also not limited to this list)

A. The Importance of Literacy in Content Areas

B. Literacy Processes

C. Getting to Know Your Students, Materials and Teaching

D. Teaching for Diversity

E. Pre-Reading Strategies: Building Prior Knowledge

F. Technical Vocabulary

G. Purposeful Reading

H. Reading Guides

I. Post Reading Strategies: Questioning and Discussion

J. Reinforcing and Extending Content Knowledge

K. Study Skills for Independence in Content Literacy

L. Student Attitudes and Motivation for Content Literacy

**V. Course Assignments:**

1. **Attendance:**

Students are expected to

* Attend all classes; notify the professor in advance if there is an expected absence; submit any work due on date absent.
* Arrive for class punctually; three tardies=an absence; tardies exceeding 10 minutes=absence
* The class will adhere to the CU/School of education attendance policy.
* Technology use during class is only acceptable for specific class projects.
* Cell phones should be off and out of sight. Laptops/iPads not out or used except for those activities.

1. **Participation during (50 pts.)**

* Attend conference prepared to actively contribute to the discussion about the readings.

1. **Exams (150 pts.)** **Objective A-F**

* There will be five 30 point exams OR three 50 point exams focused on the main text and including sections of the other two supplementary texts.

**4. Introductory Activity-Week 1 (25 pts) Objective D**

* Creatively share a brief bio, photo and PPT of yourself, including family, interests and hobbies.
* Include an overview of significant memories learning to read and write.

**5. PLAN Concept Map and Reading Notes (25 pts.) Objective B**

* Create a concept map prior to reading chapters 3 or 4.
* Take reading notes during reading chapter 3 & 4 based on the steps of the PLAN Reading Strategy.

**6. Textmasters Activity Group Project (25 pts.) Objective B**

* Meet as TextMasters groups during the week three synchronous class session to discuss chapter 5 of the text with each member assuming one of the TextMaster roles.
* Plan a project that demonstrates their learning of the major concepts in chapter 5.
* Present projects during week 5 synchronous class session.
* Self-assess participation in the process/group.

**7. Resource Files (50 pts.) Objectives B, D, E**

Electronically, collect the following related to your content area:

* **National and State Standards** for your content area;
* **Class Library:** develop a class library--list titles of resources available to you, including a variety of print, digital and online resources plus periodicals, photographs archives;
* **PERSPECTIVE:** Examine some textbooks and the Internet for your content area and respond to the question: “Who gets to tell the story of a people?”
  + Write a reflection on what you discovered.
  + Discuss how important it is to become sufficiently acquainted with your students’ cultural backgrounds.
* **ELLs:** Describe how schools in KY provide for students who are ELLs;

**8. Field Experience Collaboration Project (100 pts.) Objectives A, B, C, D, E, F**

* You will be assigned to a content area teacher and will
  + acquire at least 20 field/clinical hours
  + **CO-TEACH:** with the teacher through planning and teaching (5 hours-20 pts.).Incorporate a minimum of five strategies in the Allen text.
  + **TUTOR:** a struggling reader/s in collaboration with a reading specialist or reading interventionist (10 hours; 20 pts.)
  + **UNIT:** collaborate with the content teacher to plan and teach a one week unit that integrates several content area literacy strategies for reading and writing (5 hours; 50 pts.) The unit will integrate national and state standards for content and ELA standards.
  + **PLC:** Attend at least one PLC meeting
* Write reflections based on your experiences; at least one page per hour present.
* Submit reflections and a 2016-17 Field Experience Summary Form with appropriate signatures. Enter field hours into KFETS.

**9. PPD Hours/Project (25 pts.) Objective F**

For this class you are to acquire at least three PPD hours.

* **CONTENT AREA PROFESSIONAL ORGANIZATION** : become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.) and [**www.literacyworldwide.org**](http://www.literacyworldwide.org) to explore the website for that organization, possibly attending a conference or webinar of the state level organization for resources (2 hours credit)
* **CONDUCT a PPD:** In content groups, present a 10 minute presentation on some of the content literacy strategies that you found most useful and what you learned about your content professional organization (1 hour credit)
* **ATTEND ONE LITERACY RELATED PPDs (3 hours)**

**VI.** **Grading Policies**:

**Total Points: 450Pts.**

Participation 50 pts.

Exams 150 pts.

Introduce Yourself Activity 25 pts.

PLAN Concept Map and Reading Notes 25 pts.

TextMasters Group Activity 25 pts.

Resource Files 50 pts.

Field/Collaboration Project 100 pts.

PPD Project 25 pts.

**Grading Scale:**

92% - 100% = A 414-450 pts.

82% – 91% = B 369-413 pts.

72% - 81% = C 324-368 pts.

65% – 71% = D 293-323 pts.

Below 65% = F

**VII. Alignments**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  | | | | | |
| **A.** | **Course**  **Assignments** | | **ILA Content Literacy Standards** | **KY Teacher**  **Standards** | **CAEP &**  **InTASC**  **Standards** | **EPSB**  **Themes** | **Conceptual**  **Framework:**  **Theme**  **Model\*** |
| **1.** | Exams | | 1-6 | 1-Content  2-Design  4-Implement  5-Assess  6-Technology | CAEP1  InTASC 4 | Diversity Assessment Literacy  Education  Closing the  achievement  gap | **Theme**:  Content  Process  **Model:**  1, 2, 3, 6, 8 |
| **2.** | PLAN Concept Map &  Text Master Project | | 1.1, 1.3, 4.1, 6.2 | 1-Content  6-Technology  7-Reflect | CAEP 1  InTASC 5-8 | Diversity Assessment  Literacy | **Theme**:  Content  Process  Self-Efficacy  **Model:**  1, 2, 3, 5, 6, 8 |
| **3.** | Resource Files | | 1, 2, 3 | 1-Content  2-Design  4-Implement  5-Assess  6-Technology | CAEP 1  InTASC 1,2, 3, 4, 5, 7, 8. | Diversity  Literacy  Closing the  achievement gap | **Theme**:  Content  Process  Self-Efficacy  **Model:**  1, 2, 3, 4, 5, 6, 8 |
| **4.** | Field Project: Co-teaching, Unit, Tutoring | | 1-6 | 1-10 | CAEP 1, 2, 3, 4.  InTASC 1-10 | Diversity Assessment  Closing the Achievement Gap | **Theme**:  Content  Process  Self-Efficacy  Model:  1, 2, 3, 4, 5, 6, 8 |
| **5.** | PPD Project | | 6 | 8-Collaboration  10-Leadership | CAEP 1  InTASC 9, 10 | Assessment | **Theme**:  Content  Process  Self-Efficacy  **Model**: 1, 3, 4, 6, 7, 8 |
|  | | **\*ILA Standards:** 1-Foundational Knowledge; 2-Curriculum & Instruction; 3-Assessment & Evaluation; 4-Diversity; 5-Literate Environment; 6-Professional Learning and Leadership  **\* Model**: **1**-Student Learning; **2**-Learning Theory; **3**-Pedagogy; **4**-Technology; **5**-Assessment;  **6**-Diversity; **7**-Partnerships/Learning Community; **8**-Knowledge, Skills, Dispositions | | | | | |

|  |  |  |
| --- | --- | --- |
| **B. KTS Diversity Indicators** | | |
|  |  | Course Assignments |
| **KTS 1.2** | Effectively connect content to students’ life experiences including, when appropriate, prior learning in the content area or other content area. | 1, 2, 4, 5 |
| **KTS 1.4** | Regularly guide students to understand content from appropriate diverse, multicultural or global perspectives. | 2, 4, 5 |
| **KTS 2.1** | Develop challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students’ needs, interests and abilities. | 2, 4, 5 |
| **KTS 2.2** | Plan and designs instruction that is based on significant contextual and pre-assessment data. | 2, 4, 5 |
| **KTS 2.3** | Plans a learning sequence using instructional strategies and activities that build on students’ prior knowledge and address learning objectives. | 2, 4, 5 |
| **KTS 3.3** | Values and supports student diversity and addresses individual needs: Consistently uses appropriate  and responsive instructional strategies that address the needs of all students. | 2, 4 |
| **KTS 4.2** | Implements instruction based on diverse student needs and assessment data: Implements instruction  based on contextual information and assessment data, adapting instruction. | 2, 3, 4 |
| **KTS 5.4** | Consistently describes, analyzed and evaluates student performance data to determine student progress, identify differences among student groups and inform instructional practice. | 3 |
| **KTS 6.1** | Uses appropriate technology to design and plan instruction that supports and extends learning of all  students. | 2 |

VIII. Notice:

# **Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services**

### **IX. Academic Integrity**:

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog).

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of the two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**X. Late Assignments**

All assignments are **due by due dates in the course calendar**. Deductions occur for each day late. Assignments more than seven days late will receive a 0 and cannot be made up, except in extenuating circumstances.

**XI. Communication Methods**

Communication during and outside of class will be primarily face to face and through TigerNet.

When communicating with your professor in **email,** remember to include your name. Please use your CU email and check your university email daily.

All assignments must be posted to the course site on TigerNet.

**XIII. References**

Allington, R. L. (Ed.). (1998) *Teaching struggling readers.* Newark, DE: IRA.

Brooks, G., Flanagan, N., Henkhuzens, & Hutchison, D. (1998). *What works for slow readers? The effectiveness of early intervention*

*schemes.* The Mere, Upton Park, Slough, Berkshire SL1 2DQ: The National Foundation for Educational Research

Burns, P. C., Roe, B. (2002). *Informal Reading Inventory.* Boston: Houghton Mifflin.

Carnine, D., Silbert, J., Kame’enui, E., Tarver, S., & Jungjohann, K. (2006). Teaching Struggling and at-risk readers: A direct

instruction approach. Upper Saddle River, NJ: Pearson Education, Inc.

Christenson, T. A. (2002). *Supporting struggling writers in the elementary classroom.* Newark, DE: IRA.

Clay, M. M. (1985). *The early detection of reading difficulties*. Portsmouth, NH: Heinemann.

Connor, C. M., Kaya, S., Luck, M., Toste, J., Canto, A., Rice, D., Tani, N. & Underwood, P. (2010). Content area

literacy: Individualizing student instruction in second –grade science. *The Reading Teacher*, 63 (6), 474-485.

Cramer, e. H., & Castle, M. (Eds). (1994) *Fostering the love of reading: The affective domain in reading*

*education* Newark, IRA.

Duke, N. K. (2004). The case for informational text. *Educational Leadership*, 61 (6), 40-44.

Early, M. & Tang, G. M. (199). Helping ESL students cope with content-based texts. *TESL Canada Journal*, 8 (2),

34-44.

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Columbus, OH: Pearson.

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Flood, J. Heath, S. B. & Lapp, D. (1997). Research on teaching literacy through the communicative and visual arts.

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Frey, N. & Fisher, D. (2007). Reading for information in the elementary school: Content literacy strategies to build

comprehension. Columbus, OH: Pearson.

Grabe, M., & Grabe, C. (2000). *Integrating the internet for meaningful learning.*

Boston: Houghton Mifflin.

Ivey, G. (2010). Texts that matter. *Educational Leadership*, 67 (6), 18-23.

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Development.

Juel, C., Hebard, H, Haubner, J. P., & Moran, M. (2010). Reading through disciplinary lens. *Educational*

*Leadership*, 67 (6), 12-17.

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heterogeneous fourth-grade classrooms. *Elementary School Journal*, 99, 3-20.

Kristo, J. V. & Bamford, R. A. (2004). Nonfiction in focus: A comprehensive framework for helping students

become independent readers and writers of nonfiction, K-6. New York: Scholastic.

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promote word consciousness and vocabulary growth. *The Reading Teacher*, 63 (5), 362-271.

Maxim, D. (1998). Math reading aloud. New *England Reading Association Journal,* 34 (1), 3-5.

McDonald, N. & Fisher, D. (2006). Teaching literacy through the arts. New York: Guilford.

McKenna, M. C., & Kear, D. J. (1990). Measuring attitude toward reading: A new tool for teachers. *The Reading Teacher, May,* 626-638.

McLaughlin, M. & DeVoogd, G. L. (2004). Critical literacy: Enhancing students’ comprehension of text. New

York: Scholastic.

Mollica, L. A. (1996). Strategies to help improve reading ability in children with dyslexia.

*Reading Improvement,* 33, 181-185.

Moss, B. (2005). Making a case and a place for effective content area literacy instruction in the elementary grades.

*The Reading Teacher*, 59 (1), 46-55.

Olsen, J. K. & Mokhtari, K. (2010). Making science real. *Educational Leadership*, 67 (6), 56-62.

Raphael, T. E. & Au, K. H. (2005). QAR: Enhancing comprehension and test taking across grades and content areas.

*The Reading Teacher*, 59, 206-221.

Soares, L. b. & Wood, K. (2010). A critical literacy perspective for teaching and learning social studies. *The Reading Teacher*, 63 (6),

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 Prentice.

Vacca, R. T. & Vacca, J. L. (1999). Content area reading: Literacy and learning across the curriculum, 6th Edition.

New York: Longman.

Wilhelm, J. D. (2001). Improving comprehension with think-aloud strategies. New York: Scholastic.

Wills, C. (1995). Voices of inquiry: Possibilities and perspectives. *Childhood Education*, 71, 261-265.

Yopp, R. H. & Yopp, Y. K. (2004). Preview-predict-confirm: Thinking aloud about the language and content of

informational text. *The Reading Teacher*, 58, 79-83.

Zhu, S. P. (2004). Reviews of books on promoting cultural equality by celebrating cultural differences.

*Bibliotherapy and Reading,* 14 (2), 2-3.

Zhu, S. P. (2005). Reviews of books on motivation, *Bibliotherapy and Reading,*16 (2), 2-3.

**Relevant Websites**

[www.kde.state.ky.us](http://www.kde.state.ky.us) Kentucky Department of Education

www.readingonline.org International Literacy Association

www.cec.sped.org The Council for Exceptional Children

Additional research materials will be distributed for discussion.

**KEY ASSESSMENTS for ED 359**

**ED 359**

**Content Literacy**

***\*This assignment is designed to increase foundational knowledge (ILA 1.1, ILA 1.3 & ILA 4.1) and introduce students to the PLAN content reading strategy.***

**PLAN Concept Map and Reading Notes Assignment: 25 points**

\* Create a concept map prior to reading chapters 3 or 4.

\* Take reading notes during reading of the chapter based on the steps of the PLAN

reading strategy.

\* See rubric at the end of the PLAN information.

**Resources:**

* Background Information: <http://mattcox30.weebly.com/plan-predict-locate-add-note.html>
* Example: <https://www.alcaweb.org/arch.php/resource/view/133063>
* <http://www.readingeducator.com/strategies/plan.htm>

**Predict/Locate/Add/Note (PLAN)**

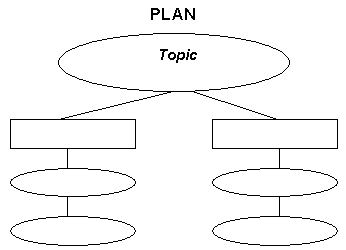
http://www.readingeducator.com/images/wspace.gif  
The Predict-Locate-Add-Note (PLAN) graphical organizer helps students summarize the content of a reading selection. This instrument incorporates a number of reading and learning strategies into a single note-taking tool.

Using the PLAN organizer students . . .

* **Predict** selection content based on prior knowledge and experiences.
* **Locate** familiar and unfamiliar words and concepts.
* **Add** new information to prior knowledge.
* **Note** how new information can be applied to everyday tasks.

**Steps to Predict-Locate-Add-Note (PLAN):**

1. Select a reading passage with a well-defined central concept and distribute copies to students.
2. Have students quickly scan the document and make predictions about its content from titles and key words.
3. Provide students with a graphical organizer (see below) and ask them to create a "map" of their predictions. The top of the map should contain a prediction of the overall content of the document. Each "arm" of the map should contain predictions about specific content items and "evidence" supporting these predictions (key words or phrases from the selection).
4. Have students place an identification mark (an asterisk or question mark) by any unfamilar or unknown information listed in their predictions. At this point, the "map" should clearly distinguish between known and unknown information.
5. Next, have students carefully read the selection and evaluate their predictions. Students should "adjust" their "map" to better reflect their close reading of the document. Special care should be taken to add new information learned while reading.
6. Finally, challenge the students to describe specific applications for this newly gathered information in "real world" tasks.



**Learn More:**

* Caverly, D., Mandevelle T., & Nicholson, S. (November, 1995) "PLAN: A study -reading strategy forinformational text." *Journal of Adolescent & Adult Literacy*, 190-199.
* Lenski, Susan D., Wham, Mary Ann, & Johns, Jerry L. (1999). *Reading and learning strategies for middle and high school students*. Dubuque, IA: Kendall/Hunt.

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| --- | --- | --- | --- | --- |
| **ED 359**  **PLAN Rubric**  **PLAN Concept Map and Reading Notes Assignment: 25 points**   * Create a concept map prior to reading chapter 4 on diversity. * Take reading notes during reading of the chapter based on the steps of the PLAN   reading strategy.   * See rubric at the end of the PLAN information. | | | | |
| **Criteria** | **16-17** | **18-20** | **21-22** | **23-25** |
| **Predict**: Select content based on prior knowledge and experiences.  (ILA 1.1, 1.3, 4.1) | Quickly scan the chapter and make predictions about its content from headings and key words.  Use a graphic organizer and create a "map" of your predictions.  Your organizer should include at least two predictions for the chapter and address at least one type of diversity | Quickly scan the chapter and make predictions about its content from headings and key words.  Use a graphic organizer and create a "map" of your predictions.  Your organizer should include at least three to four predictions for the chapter and address at least two types of diversity. | Quickly scan the chapter and make predictions about its content from headings and key words.  Use a graphic organizer and create a "map" of your predictions.  Your organizer should include at least five to six predications for the chapter and address at least three types of diversity. | Quickly scan the chapter and make predictions about its content from headings and key words.  Use a graphic organizer and create a "map" of your predictions.  You should have at least seven-eight predications for the chapter and address several dimensions of diversity.  The top of the map should contain a prediction of the overall content of the document.  Each "arm" of the map should contain predictions about specific content items and "evidence" supporting these predictions (key words or phrases from the selection). |
| **Locate** familiar and unfamiliar words and concepts.  (ILA 1.1, 1.3, 4.1) | Use a ? to mark the unknown information words or concepts on your diagram. | Take your diagram and use a  L to check the labels where you have a little understanding of each concept based on prior knowledge.  Use a ? to mark the unknown information words or concepts on your diagram. | Take your diagram and use a  S to check the labels where you have some understanding of each concept based on prior knowledge.  Use a ? to mark the unknown information words or concepts on your diagram. | Take your diagram and use a  ✔ to check the labels where you have thorough understanding of each concept based on prior knowledge.  Use a ? to mark the unknown information words or concepts on your diagram. |
| **Add** new information to prior knowledge.  (ILA 1.1, 1.3, 4.1) | Carefully read the chapter and evaluate your predictions.  Adjust your map to better reflect your close reading of the chapter.  Add new information learned while reading and make connections with the world.  Identify new information added by highlighting it | Carefully read the chapter and evaluate your predictions.  Adjust your map to better reflect your close reading of the chapter.  Add new information learned while reading and make connections with the world.  Identify new information added by highlighting it | Carefully read the chapter and evaluate your predictions.  Adjust your map to better reflect your close reading of the chapter.  Add new information learned while reading and make connections with the world.  Identify new information added by highlighting it | Carefully read the chapter and evaluate your predictions.  Adjust your map to better reflect your close reading of the chapter..  Add new information learned while reading and make connections with the world.  Identify new information added by highlighting it |
| **Note** how new information can be applied to everyday tasks.  (ILA 1.1, 1.3, 4.1) | Describe a specific application for this newly gathered information in "real world" tasks | Describe in a paragraph a several specific application for this newly gathered information in "real world" tasks | Describe in a paragraph a couple applications for this newly gathered information in "real world" tasks | Describe in a paragraph several specific applications for this newly gathered information in "real world" tasks. |
| **Total** | **25 pts.** | | | |

**Campbellsville University**

**School of Education**

**ED 359 Content Literacy**

**TextMasters Project/Rubric**

**General Instructions:**

Students are placed in groups of four and given a schedule of the reading of the upcoming chapter. All students read the same Chapter but complete a role sheet to guide their perspective: Discussion Director, Summarizer, Vocabulary Enricher, and Webmaster. Each role was created with textbook structures and formatting in mind. Students meet together to share their roles. Meetings continue biweekly until the chapter is finished. Creative presentations serve as a review of the chapter content before groups are set up with a new reading schedule.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **1-2** | **3** | **4** | **5** |
| Foundational Knowledge  (ILA 1.1, 1.3, | No important content from the chapter is highlighted. | Little important content from the chapter is highlighted and communicated. | Some important content from the chapter is highlighted and communicated. | Important content from the chapter is highlighted and communicated. |
| Content/Creativity  (ILA 1) | No creativity is evidence in the presentation of the chapter. | Little creativity is exhibited during the presentation. | Information is presented in a somewhat creative way. | Information is presented in a creative way. |
| Group Cohesion  (ILA 6.2, 6.3)  Contribution to class review | Little evidence of group cohesion.  The presentation did not aid the class in reviewing the chapter. | One or two group members dominated the presentation.  The presentation w | Some group members contributed to the presentation.  The presentation somewhat aided in helping the class review the information in the chapter. | All group members contributed equally to the presentation  The presentation aided in helping the class review the information in the chapter. |
| All forms submitted | Either the role sheet or the self-assessment completed. | Role sheets and self-assessment completed with little information. | Role Sheets and self-assessment completed with some information. | Role Sheets  Self-Assessment completed in detail. |
| **Total** | **16-17** | **18-20** | **21-22** | **23-25** |

**Campbellsville University**

**School of Education**

**ED 359 Content Literacy**

**Field Collaboration Project**

**General Instructions:**

* You will be assigned to a content area teacher and will
  + acquire at least 20 field/clinical hours
  + **CO-TEACH:** with the teacher through planning and teaching (5 hours-20 pts.).Incorporate a minimum of five of the strategies in the Allen text.
  + **TUTOR:** a struggling reader/s in collaboration with a reading specialist or reading interventionist (10 hours; 20 pts.)
  + **Unit:**  collaborate with the content teacher to plan and teach a one week unit that integrates several content area literacy strategies for reading and writing (5 hours; 50 pts.) The unit will integrate national and state standards for content and ELA standards and follow the guidelines of the LDC ([www.ldc.org](http://www.ldc.org)) It will include the Sources of Evidence for the School of Education required for units, including the context, assessment plan, lessons, reflections SOE 1.0, 1.1, 1.2, 1.3, 1.4, 2 and 6)
  + **PLC:** Attend at least one PLC meeting
* Write reflections based on your experiences.
* Submit reflections and a 2015-16 Field Experience Summary Form with appropriate signatures. Enter field hours into KFETS.

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| **Criteria** | **12-13** | **14-15** | **16-17** | **18-20** |
| **CO-TEACH**  with a teacher in your content area  (ILA 1-6)  **20 pts.** | Co-Teach with the content teacher through planning and teaching at least two hours.  Incorporate a minimum of two of the strategies in the Allen text.  Attend at least one PLC meeting.  Reflect on this process in an electronic journal entry for each hour. | Co-Teach with the content teacher through planning and teaching at least two hours.  Incorporate a minimum of three of the strategies in the Allen text.  Attend at least one PLC meeting.  Reflect on this process in an electronic journal entry for each hour. | Co-Teach with the content teacher through planning and teaching at least two hours.  Incorporate a minimum of four from the strategies in the Allen text.  Attend at least one PLC meeting.  Reflect on this process in an electronic journal entry for each hour. | Co-Teach with the content teacher through planning and teaching at least two hours.  Incorporate a minimum of five strategies from the Allen text.  Attend at least one PLC meeting.  Reflect on this process in an electronic journal entry for each hour. |
| **TUTOR:**  a struggling reader/s in collaboration with a reading specialist or reading interventionist  (ILA 1-6)  **20 pts.** | Tutor a struggling reader/s in collaboration with a reading specialist or reading interventionist at least ten hours.  Document your work in your journal.  Complete the Source of Evidence for Collaboration. | Tutor a struggling reader/s in collaboration with a reading specialist or reading interventionist at least ten hours.  Document your work in your journal with reports.  Complete the Source of Evidence for Collaboration.  . | Tutor a struggling reader/s in collaboration with a reading specialist or reading interventionist at least ten hours.  Document your work in your journal with reports for each hour.  Complete the Source of Evidence for Collaboration. | Tutor a struggling reader/s in collaboration with a reading specialist or reading interventionist at least ten hours.  Document your work in your journal with detailed reports for each hour.  Complete the Source of Evidence for Collaboration. |
|  | 32-35 | 36-40 | 41-45 | 46-50 |
| **Unit**  **(ILA** 1.1, 1.3, 2.1-2.3, 3-1-3.5, 4-1-4.3, 5.1-5.4, 6.1-6.2**)**  **50 pts.** | Collaborate with the content teacher to plan and teach a 3 day unit that integrates content area literacy strategies for reading and writing (5 hours)  The unit will integrate national and state standards for content and ELA standards and follow the guidelines of the LDC ([www.ldc.org](http://www.ldc.org)) | Collaborate with the content teacher to plan and teach a 4 day unit that integrates content area literacy strategies for reading and writing (5 hours)  The unit will integrate national and state standards for content and ELA standards and follow the guidelines of the LDC, using the Sources of Evidence for Units  ([www.ldc.org](http://www.ldc.org)) | Collaborate with the content teacher to plan and teach a one week unit that integrates a few content area literacy strategies for reading and writing (5 hours)  The unit will integrate national and state standards for content and ELA standards and follow the guidelines of the LDC, using the Sources of Evidence for Units  ([www.ldc.org](http://www.ldc.org)) | Collaborate with the content teacher to plan and teach a one week unit that integrates several content area literacy strategies for reading and writing (5 hours)  The unit will integrate national and state standards for content and ELA standards and follow the guidelines of the LDC, using the Sources of Evidence for units  ([www.ldc.org](http://www.ldc.org)) |
| **Field hours and required reflections submitted on time**  **(ILA 1-6)**  **10 pts.** | 20 field hours documented in the content classroom.  Few reflections submitted. | 20 field hours documented in the content classroom.  Some reflections submitted.  Enter hours into KFETS | 20 field hours documented in the content classroom.  Required reflections submitted.  Enter hours into KFETS | 20 field hours documented in the content classroom.  Required reflections and other components submitted  Enter hours into KFETS |
| **Total** | **65-71** | **72-81** | **82-91** | **92-100** |

**Campbellsville University**

**School of Education**

**ED 359 Content Literacy**

**Resource Files**

**General Instructions:**

Electronically, collect the following for your content area:

* **National and state standards for your content area** 
  + Highlight those related to reading and writing of informational text.
  + Reflect on what you learned about the literacy skills included.
* **Class Library**
  + Develop a class library listing titles of resources available including variety of print, digital, and online resources plus periodicals and photographic archives.
  + Write a description of the resources selected for your content area.
* **Diverse Perspectives**
  + Examine some textbooks and Internet sources selected for your library and respond in a reflection to the question, Who gets to tell the story of a people?
  + Write a reflection on what you discovered.
  + Discuss how important it is to become sufficiently acquainted with your students’ cultural backgrounds.
* **English Language Learners (ELLs)**
  + Describe how schools in KY provide for students who are learning English as a second language, who primary language is not English.

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| **Criteria** | **3-4** | **5-6** | **7-8** | **9-10** |
| **National and state standards for content area/s**  **(ILA 1-6)** | KAS for content area included  None related to reading and writing highlighted  Reflection | National standards for content area included.  KAS for content area included  Few related to reading and writing highlighted  Reflection | National standards for content area included.  KAS for content area included  Some related to reading and writing highlighted  Reflection | National standards for content area included.  KAS for content area included  Those related to reading and writing highlighted  Reflection complete. |
| **Class Library**  **(ILA 5.1, 5.4, 6.2)** | Develop a class library listing titles and brief descriptions of resources available including variety of print, digital, and online resources.  Description missing or sparse. | Develop a class library listing titles and brief descriptions of resources available including variety of print, digital, and online resources.  Description details selections for content area. | Class library lists titles and brief descriptions of resources available including variety of print, digital, and online resources plus periodicals.  Description details selections for content area. | Class library lists titles and brief descriptions of resources available including a variety of print, digital, and online resources plus periodicals and photographic archives.  Description details selection for content area. |
| **Diverse Perspectives**  **(ILA 4.1-4.3)** | Examine two textbooks and Internet sources selected for your library and respond in a reflection to the question, Who gets to tell the story of a people?  Write a reflection on what you discovered.  Discuss how important it is to become sufficiently acquainted with your students’ cultural backgrounds. | Examine three textbooks and Internet sources selected for your library and respond in a reflection to the question, Who gets to tell the story of a people?  Write a reflection on what you discovered.  Discuss how important it is to become sufficiently acquainted with your students’ cultural backgrounds. | Examine four textbooks and Internet sources selected for your library and respond in a reflection to the question, Who gets to tell the story of a people?  Write a reflection on what you discovered.  Discuss how important it is to become sufficiently acquainted with your students’ cultural backgrounds. | Examine five textbooks and Internet sources selected for your library and respond in a reflection to the question, Who gets to tell the story of a people?  Write a reflection on what you discovered.  Discuss how important it is to become sufficiently acquainted with your students’ cultural backgrounds. |
| **English Language Learners (ELLs)**  **(ILA 4.1-4.3)** | Research on the KDE website to learn how Kentucky provides for ELLs.  Describe what you learned. | Research on the KDE website to learn how Kentucky provides for ELLs.  Describe what you learned about how to provide for their needs per state requirements. | Research on the KDE website to learn how Kentucky provides for ELLs.  Describe what you learned about how to provide for their needs, per state and district requirements. | Research on the KDE website to learn how Kentucky provides for ELLs.  Describe what you learned about how to provide for their needs, per national and state/district requirements. |
| **Total** | **32-35** | **36-41** | **41-45** | **46-50** |

**Campbellsville University**

**School of Education**

**ED 359 Content Literacy**

**PPD Project**

**General Instructions:**

**PPD Project (25 pts.)**

For this class you are to acquire at least six PPD hours.

* **CONTENT AREA AND LITERACY PROFESSIONAL ORGANIZATIONS**: become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.) and [www.literacyworldwide.org](http://www.literacyworldwide.org) to explore the website for that organization, possibly attending a conference or webinar of the state level organization for resources.
* **CONDUCT a mini-PPD:** In content groups, present a 10 minute presentation on some of the content literacy strategies that you found most useful and what you learned about your content professional organization and the ILA
* **ATTEND TWO LITERACY RELATED PPDs.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **6** | **7** | **8** | **9-10** |
| **Familiarity**  with  Content Area and literacy Professional Organizations at the national and state levels.  **(ILA 6.1-6.4)**  **10 pts**. | Become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.)  Become familiar with the state level organizations  (KCSS, KCTE, KCTM, etc.)  Become familiar with [www.reading.org](http://www.reading.org) to explore the website for that organization.  List each one and bullet ideas gleaned from research | Become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.)  Become familiar with the state level organizations  (KCSS, KCTE, KCTM, etc.)  Become familiar with [www.reading.org](http://www.reading.org) to explore the website for that organization.  Attend a webinar on the site for the organizations.  List each one and bullet ideas gleaned from research | Become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.)  Become familiar with the state level organizations  (KCSS, KCTE, KCTM, etc.)  Become familiar with [www.reading.org](http://www.reading.org) to explore the website for that organization.  Attend a couple webinars or other presentations by one of the organizations.  List each one and bullet ideas gleaned from research | Become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.)  Become familiar with the state level organizations (KCSS, KCTE, KCTM, etc.)  Become familiar with [www.reading.org](http://www.reading.org) to explore the website for that organization.  Attend a conference of the state level organization for resources.  List each one and bullet ideas gleaned from research. |
| **CONDUCT a mini-PPD**  **(ILA 6-3, 6.4)**  **10 pts.** | In groups of two, present a 10 minute presentation on what you learned about the ILA  Submit the PPT and a self-assessment. | In groups of two, present a 10 minute presentation on what you learned about some of the content strategies you found most useful.  Submit the PPT and a self-assessment. | In groups of two, present a 10 minute presentation on some of the content literacy strategies that you found most useful and what you learned about the ILA  Submit the PPT and a self-assessment. | In groups of two, present a 10 minute presentation on some of the content literacy strategies that you found most useful and what you learned about your content professional organization and the ILA  Submit the PPT and a self-assessment. |
|  | **1-2** | **3** | **4** | **5** |
| **PPD hours**  **(ILA 6)**  **5 pts.** | Three PPD hours documented.  Attend one Related PPDs.  Few reflections submitted. | Three PPD hours documented.  Attend one Literacy Related PPD.  Submit reflections. | Three PPD hours documented.  Attend one Literacy Related PPD.  Submit reflections. | Three PPD hours documented with reflections submitted by the due date.  Attend one Literacy Related PPD.  Submit reflections. |
| **Total** | **16-17** | **18-20** | **21-22** | **23-25** |