Course Title: ED 575 – Literacy in the Content Area

Credit Hours: 3 Semester Hours

Instructor: Dr. Joy L.M. Brown

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Email: jmbrown@una.edu

Office Hours: Listed on Angel coursepage

Term: Fall 2013

Catalog Description: The course will focus on the identification, evaluation, and application of content area literacy skills including reading, writing, listening, speaking, mathematics, logic, technology, and reasoning with an emphasis on constructing activities and exercises to build content area literacy using the content materials and standards of secondary school subjects.


All students will be required to have a LiveText account. These can be purchased through the UNA Bookstore or on-line.

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UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

“Engaging Learners, Inspiring Leaders, Transforming Lives”

The College of Education’s Conceptual Framework, which is continuously evaluated in an outcome-based system, establishes a shared vision in preparing educators to work effectively in P-12 schools; provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability; and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission:

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

who:

- Demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;

- Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;

- Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;

- Use technology to support assessment, planning and instruction for promoting student learning;

- Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;

- Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all candidates to learn.
**Requirements**

**Course Requirements:**

The student will be required to:

1. complete assigned readings;
2. take assigned exams and pop quizzes;
3. *develop one literacy lesson, using a content textbook in his/her field ;
4. *create a publication/presentation that could be used with students to promote literacy in the content area;
5. *evaluate and determine the readability level of a content area textbook;
6. *exhibit proficiency in the use of the dictionary and encyclopedia to pronounce unknown words and find information;
7. *keep a reflective journal (topics will be announced in class);
8. *complete assigned activities;
9. *Participate in 9 hours of clinical experiences focused on reading in your content area. These hours must be completed in three-hour increments in small and medium-sized schools. **All observations must be completed. A grade of Incomplete will be automatically assigned to any student who has not completed all observations and submitted documentation in the proper format.

*Starred items will be submitted via LiveText on the assigned due date.

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<th>Standard</th>
<th>Assignment</th>
<th>Assessment</th>
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<tr>
<td><strong>CF 3 &amp; 4 290-3-3-.42(4)(b)1.</strong> Facilitate and inspire student learning and creativity by providing a variety of learning environments that foster collaboration and innovative thinking to solve real world issues and authentic problems using digital tools and resources.</td>
<td>Keep a reflective journal of assigned topics.</td>
<td>Graded using a rubric.</td>
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<td><strong>CF 4 &amp; 5 290-3-3-.42(4)(b)2.</strong> Design, develop, use, manage, and assess authentic digital-age learning experiences that are aligned with subject-area content and the Alabama Course of Study: Technology Education to maximize content learning and address diverse learning styles, incorporating the use of formative and summative measurement tools to better inform</td>
<td>Keep a reflective journal of assigned topics.</td>
<td>Graded using rubric.</td>
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<td>CF 2 &amp; 4   290-3-3-.42(4)(b)3. Model and facilitate innovative digital-age work and learning experiences through the effective use of current and emerging tools to ensure success in a global and digital world whereby the teacher and learner locate, analyze, evaluate, manage, and report information as well as communicate and collaborate online fluently using a variety of technology-based media formats.</td>
<td>Keep a reflective journal of assigned topics.</td>
<td>Graded using a rubric.</td>
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<td>CF1 290-3-3-.42(4)(b)4. Promote, model, and communicate the safe, legal and ethical principles of digital citizenship, equitable access, digital etiquette, and responsible online social interactions in a global culture including respect for copyright, intellectual property, the appropriate documentation of sources, and Internet user protection policies.</td>
<td>Keep a reflective journal of assigned topics.</td>
<td>Graded using a rubric.</td>
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<td>CF 1, 3, &amp; 4 290-3-3-.42(4)(b)5. Engage in professional growth and leadership activities, including modeling lifelong learning by participating in face to face and online learning communities to continuously improve professional practice using existing and emerging digital tools, resources, and current research that focuses on improved student learning, as well as promotes professional development of other educators.</td>
<td>Keep a reflective journal of assigned topics.</td>
<td>Graded using a rubric.</td>
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<td>CF1 290-3-3-.03(2)(c)3.(vii) Ability to create a print-rich and language-rich environment that develops and extends students’ desire and ability to read, write, speak, and listen.</td>
<td>Create a publication/presentation that could be used with students to promote literacy in the content area</td>
<td>Graded using a rubric.</td>
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<td>CF1 &amp; 4 290-3-3-.03(3)(c)1.(iii) Knowledge of media communication technologies that enrich learning opportunities.</td>
<td>Keep a reflective journal of assigned topics.</td>
<td>Graded using a rubric.</td>
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<td>CF1 290-3-3-.03(3)(c)2.(i) Knowledge of strategies associated with accelerated, highly specialized, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension that significantly expands and increases students’ pace of learning and competence in reading, writing, speaking, and listening.</td>
<td>Develop one literacy lesson, using a content textbook in his/her field</td>
<td>Graded using a rubric.</td>
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<td>CF2 290-3-3-.03(3)(c)2.(ii) Knowledge of assessment tools to monitor the acquisition of reading strategies, to improve reading instruction, and to identify students who require additional instruction.</td>
<td>Develop one literacy lesson, using a content textbook in his/her field</td>
<td>Graded using a rubric.</td>
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<td>CF1 290-3-3-.03 (3)(c)3.(i) Knowledge of the role that mathematics plays in everyday life.</td>
<td>Keep a reflective journal of assigned topics.</td>
<td>Graded using a rubric.</td>
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<td>CF1 290-3-3-.03 (3)(c)3.(ii) Knowledge of the concepts and relationships in number systems.</td>
<td>Keep a reflective journal of assigned topics.</td>
<td>Graded using a rubric.</td>
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<td>CF1 290-3-3-.03 (3)(c)3.(iii) Knowledge of the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and understanding of valid and invalid forms of reasoning.</td>
<td>Keep a reflective journal of assigned topics.</td>
<td>Graded using a rubric.</td>
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Knowledge of both metric and customary measurement and fundamental geometric concepts, including shapes and their properties and relationships.

Keep a reflective journal of assigned topics.

Graded using a rubric.

Knowledge of the process of English language acquisition and strategies to support the learning of students whose first language is not English.

Keep a reflective journal of assigned topics.

Graded using a rubric.

All standards-based requirements of the course must be satisfactorily completed to receive credit for the course.

To apply credit for this course to a teacher education program the candidate must earn a "C" or better.

Grading Scale

A = 93- 100; B = 80 - 92; C = 70 - 79; D = 60 - 69; F = below 60

UNA Attendance Policy:

Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit. Each student is directly responsible to the individual professor for absences and for making up work missed. Other absence policies stated in the official UNA Attendance Policy will be adhered to.

Accommodation Statement

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).