



The Citadel
School of Education

EDUC 306: Teaching Reading and Writing in the Middle and High Schools	
Student Syllabus	
Fall 2017	
Instructor: Soo Joung Kim, Ph.D.	Class Meetings: Tuesday and Thursday
Office: 325A Capers Hall	Class Hours: 9:30 am - 10:45 a.m.
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Credit Hours: 3	

PREREQUISITES

Completion of the required undergraduate education requirements:

- EDUC 101 Education in Modern Society
- EDUC 202 Educational Psychology
- EDUC 206 Adolescent Growth and Development
- EDUC 312 Teaching Students with Special Needs
- EDUC 401 Methods and Materials of Middle and High School Teaching

Completion of the Following School of Education Requirements: Passing score on all 3 sections of the Praxis I.

COURSE READINGS:

- **Required Textbook:** McKenna, M., and R. Robinson. (2013). *Teaching through text: Reading and writing in the content areas.* (2nd Ed.). Boston: Pearson.
- **Required Reading:** South Carolina ADEPT Performance Dimensions. Columbia, SC: South Carolina State Department of Education.
- **Required Reading:** The South Carolina K-12 Curriculum Standards document that is appropriate for your content area.
- Stewards of Children Training Curriculum
- The instructor will provide reading materials and additional online resources via CitLearn.

COURSE REFERENCES:

- Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers.* New York: Stenhouse Publishers.
- Fisher, D., Brozo, W.G., Frey, N., & Ivey, G. (2015). *50 Instructional routines to develop content literacy.* New Jersey: Pearson

STUDENT INFORMATION

This course is a required course in the undergraduate education program. This course offers students an understanding of language and the literacy process as it applies to teaching in secondary schools. The course emphasizes reading and writing in content areas, as well as instructional strategies to support students' literacy development. This is a LiveText course. LiveText registration is required.

COURSE DESCRIPTION

This course is designed to acquaint prospective middle school and high school teachers with reading practices geared to their students. The course will include a broad survey of the field of reading with attention given to some diagnostic procedures and the development of Reading Across the Curriculum programs for the middle school and high school levels. Different subject areas will be considered. Field experience in a public school is among course requirements. Students focus on literacy skills while teaching the subject matter of the secondary content areas.

LEARNING AND DEVELOPMENTAL GOALS

The goal of this course is to assist in the preparation of preservice and experienced teacher and Literacy candidates with their application of the knowledge, skills, and dispositions to effectively teach with an integrated content area literacy approach at the secondary (7-12) levels of middle and high schools.

CONCEPTUAL BASE:

Developing Principled Educational Leaders for P-20 Schools - The Citadel's Professional Education Unit prepares principled educational leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop principled educational leaders who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of principled educational leaders. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into principled educational leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are principled educational leaders who are knowledgeable, reflective, and ethical professionals:

Knowledgeable Principled Educational Leaders...

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

Reflective Principled Educational Leaders...

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;

7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical Principled Educational Leaders...

11. Demonstrate commitment to a safe, supportive, learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. establish rapport with students, families, colleagues, and communities;
15. Meet obligations on time, dress professionally, and use language appropriately.

RELATIONSHIP OF THIS COURSE TO THE CONCEPTUAL BASE

Students will demonstrate their application of theory. Time will be spent in various whole-class and small group discussions and activities. Students will **reflect** on principle features and practices of current, reform-based content area literacy instruction, effectiveness research findings, previous experience, and various in-class and field-based activities. The goal is to present and use a large variety of instructional techniques. Some will be hands-on, active and shared strategies, and others will be more traditional lecture, class discussion, and small group work. Technology (computers, overhead projector, VCR/TV videotapes) will be used as appropriate to supplement instruction. The instructional strategies are intended to appeal to the candidates' own particular learning preferences as well as to model a variety of techniques that will help them meet the needs of diverse students, classrooms, and situations to which and in which they will teach (CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, CF11, CF12, CF13, CF14, CF15).

Students will be assigned a middle school or high school class student and will conduct tutoring sessions, small group activities, and whole class instruction in a field-based instructional program in the appropriate content area. The content areas of mathematics, English, social studies, and science will be utilized to provide students the opportunity to instruct public school students in the content area(s) in which they will be certified. Students will align content instruction with reading and writing strategies/activities so that knowledge of teaching reading and writing in the content areas is mastered. (CF1, CF2, CF3, CF4, CF5, CF6).

Students will create positive and supportive learning using activities such as:

1. Interest Inventories
2. Study Questionnaires
3. Readability Formulas
4. Objectives (content objectives with reading goals and objectives included)
5. Prereading Activities (Previews, surveys, anticipation guides, conceptual conflicts, K-W-L, webbing, Semantic mapping, structured overviews, questions, etc.)
6. Instructional Procedures including transdisciplinary lessons, directed reading activities, Powerpoint presentations, Electronic Portfolios, reading guides, QAR (Question-and-answer relationships), tradebooks, software programs for content areas and reading skills, study guides, and activities to enhance comprehension for a wide variety of different types of learners (including ESL students).
7. Assessments including a different type of assessment for each objective. (CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, CF11, CF12, CF13, CF14, CF15)

COURSE GOALS WITH EVALUATION METHODS

Goal	Evaluation Methods/Rubrics
1. To identify, explain, and model reading skills (word recognition, vocabulary, and comprehension) and writing skills (mechanics and process) that are prerequisites to efficient reading and writing, and teach word recognition/writing through the use of context, word analysis, and syntactic cueing strategies. (CF1, CF2, CF3, CF4, CF5)	<ol style="list-style-type: none"> 1. Lesson plans 2. Instructional Procedures 3. Questions (Bloom's Taxonomy) 4. Field experience journal
2. To discuss the objectives of reading and writing in the different content fields, and to realize the importance of reading and writing to those content areas, and to understand how factors such as content purpose, tasks, and settings influence the reading and writing process. (CF7, CF8, CF9, CF10)	<ol style="list-style-type: none"> 1. Unit Objectives 2. SC State Literacy standards list. 3. Prereading 4. Interest Inventory
3. To examine research and practices in the area of reading and writing instruction which complement and supplement reading instruction. (CF7, CF8, CF9, CF10)	<ol style="list-style-type: none"> 1. Lesson plans 2. Instructional Procedures 3. Reflection paper 4. Portfolio
4. To strengthen students' reading and writing abilities by embedding reading and writing instruction in a meaningful context for the purpose of accomplishing specific, authentic tasks or for pleasure and to help students learn and apply comprehension strategies and writing processes for a variety of purposes. (CF7, CF8, CF9, CF10)	<ol style="list-style-type: none"> 1. Unit plan with content standards and ELA reading standards (Objectives, Instructional Procedures, Assessments and Evaluations) 2. Microteaching 3. Field experience journal
5. To select, design, modify and evaluate diagnostic tools in a specific content area, use that tool to evaluate students' reading and writing abilities, prescribe the most appropriate instructional practices and procedures to meet students' individual needs, evaluate ELL programs and strategies, and understand the interactive nature and multiple causes of reading and writing difficulties. (CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10)	<ol style="list-style-type: none"> 1. CARI Content Area Reading Inventory 2. PASSand/or HSAP score analysis 3. Field experience journal
6. To have knowledge of current and historical perspectives about the nature and purpose of reading and writing, of the importance of reading for language development; listening ability; writing skills, cognitive, social, and emotional development; perceptual motor abilities; and about widely used approaches to reading and writing instruction. (CF1, CF2, CF3, CF4, CF5)	<ol style="list-style-type: none"> 1. Portfolio 2. Online discussion
7. To understand the role of models of thought that operate in the reading and writing processes, the role of metacognition in reading and writing, and to promote feelings of pride and ownership for the process and content of learning, and engages students in activities that develop their image of themselves as literate. (CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, CF11, CF12, CF13, CF14, CF15)	<ol style="list-style-type: none"> 1. Reflection papers 2. Study Questionnaire 3. Interest Inventory 4. Lesson plans (Objectives, Instructional Procedures, Assessments)
8. To recognize values and be sensitive to human diversity (cultural and ethnic) along with language differences and understand their influence on the reading and writing processes. (CF11, CF12, CF13, CF14, CF15)	<ol style="list-style-type: none"> 1. Portfolio
9. To recognize the importance of teaching reading and writing as a process rather than instruction of isolated skills and accept the importance of reading and writing as means of learning, to access information, and to enhance the quality of life. (CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10)	<ol style="list-style-type: none"> 1. Mission Statement 2. Lesson Plans (Objectives, Instructional Procedures, Assessments) 3. Microteaching 4. Reflective papers
10. To believe that all students can learn to read and write and share in the	<ol style="list-style-type: none"> 1. Reflective papers

communication process, to understand the conditions necessary for all students to succeed (especially ELL students), and to provide opportunities for students to be exposed to various purposes for reading/writing, to experience reading/writing as relevant to themselves, to write and have their writing responded to in a positive way, and to provide opportunities for creative response to text. (CF1, CF2, CF3, CF4, CF5, CF6, CF12, CF13, CF14, CF15)	2. Lesson plans (Objectives, Instructional Procedures, Assessments) 3. Portfolio 4. Field experience journal
11. To recognize the value and importance of creating a supportive and positive environment for literacy learning which builds on the strengths of individual learners rather than emphasizing weakness. (CF 11, CF12, CF13, CF14, CF15)	1. Lesson Plans (Objectives, Instructional Procedures, Assessments)
12. To help students monitor their comprehension and reading processes; help students learn apply reading comprehension strategies in the content areas; help students gain understanding of the conventions of language and literacy; help students learn that word recognition strategies aid comprehension; help students learn effective techniques and strategies for the ongoing development of vocabulary; help students analyze information presented in a variety of text; help students connect prior knowledge with new information; assist students in assuming control of their reading; and help students use new technology and media effectively. (CF1, CF2, CF3, CF4, CF5, CF6)	1. Study questionnaire 2. Content Area Reading Inventory 3. Lesson plans (Objectives, Instructional Procedures, Assessments)
13. To recognize and understand that assessment must take into account the complex nature of reading, writing, and language and must be based on a range of authentic literary tasks using a variety of texts; to conduct assessment that involves a consideration of multiple indicators of learner progress and that takes into account the context of teaching and learning; and recognizes and understands the importance of aligning assessment and instruction. (CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10)	1. Reading/Study Guide 2. Lesson Plans (Objectives, Instructional Procedures, Assessments) 3. Assessments
14. To recognize the importance of professional development and the continuation of learning and professional development by attending meetings of content. (CF 11, CF12, CF13, CF14, CF15)	1. Field experience forms 2. Field experience logs

COURSE EXPECTATIONS

Attendance: A professional in the field of education consistently demonstrates time-honored, accepted professional dispositions including, among others, attendance and punctuality. Accordingly, this class, as a professional experience, expects attendance and punctuality at all class meetings in order to obtain graduate credit. Attendance records are required to be kept, and The Citadel's CGPS policy on class attendance will be adhered to (i.e., credit cannot be awarded when a student misses more than 20% of scheduled class contact hours). If, in the case of unexpected circumstances, you must miss a class, it is YOUR responsibility to notify the instructor, and obtain any handouts, missed information and notes from a classmate who was present. You are responsible for all instructional material that was discussed. Further, any student who misses more than two classes for any reason will receive an overall grade deduction of 10%.

Disability Disclosure: If you need accommodations because of a disability, please inform me immediately and privately, either before/after class or call my office to make an appointment. To initiate accommodation, a student must register with the Office of Access Services, Instruction and Support (OASIS) located in room 105 Thompson Hall or call 953-1820 to set up an appointment. This office is responsible for reviewing documentation provided by a student requesting academic accommodation and to provide for accommodation, consistent with course requirements, in cooperation with the student and instructor as needed.

Honor Statement: As a professional educator, integrity is an expectation. Students of the School of Education at The Citadel are expected to meet the standards set forth in The Citadel Honor Manual, available at <http://www.citadel.edu/r3/honor/manual.shtml>. *Cheating and plagiarism violations will be*

reported, and a failing grade will be assigned for the work in question. This class will follow The Citadel Honor Manual regarding plagiarism: "Plagiarism is the act of using someone else's words or ideas as your own without giving proper credit to the sources:

- When you quote another's words exactly you *must* use quotation marks and a footnote (or an indication in your paragraph) to tell exactly where the words came from, down to the page number(s). When you mix another's words and ideas with your own in one or more sentences, partially quoting the source exactly and partially substituting your own words, you must put quotation marks around the words you quote and not around your own. Then you cite the source, down to the page number(s).
- When you paraphrase another's words or ideas, that is, when you substitute your words for another's words, but keep their idea(s), you do not use quotation marks, but you must cite the source, down to the page number(s).
- When you use only another's idea(s), knowing that they are the other's ideas, you must cite the source of that idea or those ideas, down to the page number(s).
- Citing the source means giving, as a minimum, the author, the title of the book, and the page number.

Field Experience: Some of the required activities for this course will require field experiences in a school setting. It is required that the student will be able to successfully complete the requirements.

Livertext: This course is LiveText course. Students must provide electronic portfolio (LiveText e-portfolio). Some components of this course will become artifacts for that portfolio, and it is required that all assignments related to EDUC 306 will be satisfactorily added to the student's LiveText portfolio by the end of the course. More details will be forth coming.

ASSESSMENT PROCESS

PROCEDURES

Students are expected to complete all examinations, course assignments and requirements. They also need to complete them on time. Assignments are due on the specified due date. Assignment turn in times will be specified on the syllabus or assignment direction sheets. Any assignment submitted after the specified time on the specified due date, without the permission of the instructor, will have its total score reduced by 10% for each day that it is late. Any assignment submitted MORE THAN ONE WEEK after the deadline will not be accepted for grading, and a failing grade will be recorded; that is, unless a student has received an extension from the instructor. This is only fair to students who submit their assignments on time. In general, all written assignments should be typed, double-spaced, and written in a standard 12-point font, with one inch margins on all sides of the paper. Unless otherwise noted on this syllabus or on the assignment sheet, assignments should be submitted on CitLearn or via e-mail to skim4@citadel.edu. Learning will be facilitated through individual written work, in-class partner/small group activities, in-class and on-line group discussions, and individual presentation. Peer interaction is fundamental to achieve the goals of this course; therefore, each student is expected to attend every class well prepared. Students are expected to have read and reflected on the reading material before class.

GRADING

Grades for EDUC 306 are based on a variety of assignments.

Assignment	Due Date	Percentage of Grade
Attendance/ Participation	N/A	10%
Journals (2)	9/5/2017 11/30/2017	10%
Reflection Paper/Online Discussion	Variable	20%
Lesson Planning Project	Refer to Course Calendar	30%
Field Experience Packet	12/5/2017	30%

Final grading is based on the following scale:

90-100=A, 86-89.9=B+, 80-85.9=B, 76-79.9=C, 70-75.9=D, 0-69.9=F

ASSIGNMENTS

ATTENDANCE/ PARTICIPATION

Students are expected to attend and actively participate in all class activities. Attendance will be part of the grade as noted below. If students miss more than 20 percent of the lectures, the instructor reserves the right to summarily assign a failing grade for the course. As in-class activities and group discussion are an integral part of this course, if the student misses all or a portion of more than one class, the student's participation points will be reduced. Students will not be allowed to make up in-class discussions and activities missed due to unexcused absences. Absences will only be excused if they have been pre-approved by the instructor or if the student is able to document a valid reason for the absence.

During the class, students will be required to have a group discussion based on the questions that the instructor provides. Individual students must perform the responsibilities of presenter and writer more than five times in order to obtain full class participation point. Students will also participate in various activities during the class, and they are required to turn in a final product after the class. Students are expected to be fully engage in each activity to earn the participation points. The instructor will provide detailed instructions later.

INFORMAL JOURNAL

Students will be required to keep an informal journal. The instructor will give sets of reflective questions to enter their responses. Students are required to write a journal TWICE during the semester. The purpose of the journal is to encourage students to think about how their prior experiences as learners and/or teachers influence their attitudes toward some aspects of the content of this course. Prior to each journal entry, the instructor will provide written guidelines for what sorts of things the instructor would like the students to write on. Students can take some liberty in how they do the journal. Students can individualize the assignment if they wish. Journals will be graded on content and thoroughness of responding to all questions. Students need to post the final product on CitLearn.

REFLECTION PAPER/ ONLINE DISCUSSION

Students are required to write ONE reflection paper. In this reflection paper, students will include what they learned, how they feel about their learning, and what else they want to know from class reading. They need to show evidence of having read the material by citing from the text. Students need to follow the APA style. They need to include the page number when they cite from the text. Students will also reflect on the ideas that seemed most interesting and the ones that seemed most troubling, confusing or surprising. Students need to post their reflection papers on CitLearn. They are also required to turn in hardcopy of their reflection paper at the beginning of the class.

As students read their course materials, they will discuss important topics either online or during class time. Students are required to sign up to lead the discussion for one topic from the course reading list. As a discussion leader, the student will post a question or questions to engage others in a conversation to CitLearn. He/She will monitor and summarize the outcome of the discussion. For the other readings, the student will need to participate in discussions. Students are required to participate in a minimum of FOUR discussions over the course of the semester. Students can freely select the due dates of their postings (3 postings); however, students are required to post one of their discussions on the board during fieldwork. Instructor will evaluate each student's participation by considering three parts: knowledge of reading materials, evidence of critical thinking, and considerate behavior towards other students' opinions. Students will receive a handout with detailed information on completing discussion posts. More details will be forthcoming.

LESSON PLANNING PROJECT

Students are required to do microteaching one time during the semester. Microteaching involves preparing an abbreviated lesson or activity and accompanying materials for a group of peers (classmates-who will role-play being middle/high school students). It also involves receiving feedback on their teachings from their peers and reflection on the lessons on their part. All microteaching lessons will be video recorded and students will be required to view their own and do some self-evaluation and reflection. Students will receive a more detailed handout on microteaching and what to turn in soon. The purpose of this assignment is threefold. First, it gives students an opportunity to wet their feet in the waters of teaching if they have never taught before. If they have, then it is a chance to try a new technique. Second, it allows students to put some of the theory that they are reading about into practice, both as teachers and as observers giving feedback to their classmates. Third, it requires students to reflect on their teaching, a practice that will enhance their effectiveness as teachers as they continue to develop professionally.

Students will develop several lessons/activities/strategies for their areas of concentration. Students will begin from setting up the objectives based on the content and literacy standards, selecting the text and the materials (finding the text set), writing the lesson plans for the content area (lesson plans will include activities/strategies of vocabulary, comprehension, and/or writing), developing activities and strategies to enhance students' motivation/engagement, and using technology to support instruction. Students will receive a handout with detailed information on each assignment in the Lesson Planning Project.

1. Text Set Assignment

Students will choose a topic from the textbook in one of their content areas. They are required to gather a collection of texts they would use during their lessons or units. The students need to find the text set that is culturally responsive and is based on state standards. The collection will include an annotated list of FOUR texts of varying genres, the reading level of each text, and a rationale for the selection of each text.

2. Lesson Plans

Students will develop TWO lesson plans, TWO activities/strategies, and TWO rubrics during the course of the year. Students will develop one lesson plan for vocabulary and/or comprehension and another lesson plan for visiting community events or content-related places. Students need to use text sets that they have grouped previously. Students will develop two activities/ strategies/lessons on writing and using technology. They can develop a full lesson or choose to develop an activity or a strategy to use during the lesson. Students will also develop TWO rubrics for assessing the writing and one of the other activities (vocabulary/ comprehension) that they have developed previously.

3. Microteaching

Using the developed lesson plan, students will teach a lesson in front of their classmates. There will be self evaluation as well as peer evaluation. Also, microteaching will be recorded for assessment and future reference for students.

FIELD EXPERIENCES

Students are required to participate in a Field Experience for 15 hours. (CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, CF11, CF12, CF13, CF14, CF15)

1. In-School Field Experience

Students are required to work in a middle or high school class with students in the 7th grade or above for at least 10 hours (Total of 15 field experience hours with the 5 added hours described below). Dr. Reilly will be assigning classes based on the candidates' previous practicum experiences. Students are responsible for keeping a journal of the activities during the field experience. The requirements for the school-based field experience are found at this link, [Requirements](#). All lesson and activity plans must be turned in with the journal. A self-assessment/reflection of the effectiveness of the lessons and recommendations for teacher and class should also be included as a final summation in the journal. Cooperating teachers will complete a [Field Experience Evaluation form](#) to be returned to the instructor at the end of the field experiences.

After the fieldwork, students will share their teaching experiences with their classmates via on-line board and in-class presentation. Students are required to prepare a presentation that provides an overview of their planning and teaching. Students need to include the following: basic information about the setting and students that they are teaching, explanation of the strategies and skills implemented for the lesson, assessment techniques, and their own reflections.

****Assessment of Field Experience-** Satisfactory completion of all in-school field experiences and requirements and an acceptable rating on the dispositions form. A passing grade for the course will not be awarded with failure to complete the following aspects of this **required** component of the course.

- Maintaining a responsible, professional disposition in all situations
- Maintaining a reflections journal of all field experiences
- Filing the appropriate practicum paperwork
- Practicum evaluations from cooperating teachers
- Practicum teaching packet (lesson plans, teaching materials, reflections)
- Practicum evaluations by candidate

2. Professional Organization Meeting

Students are required to attend 1 meeting of a professional organization relating to their content area: school board meeting, departmental meeting, professional organization meeting, and/or Darkness-to-Light training. The class will be offered Darkness-to-Light training and this training can be used to fulfill this fieldwork requirement. The Stewards of Children Certificate is required. It is free online to Citadel students. Maximum time allowed for this activity is 3 hours.

3. Field Experiences Using Community Resources

Students are required to attend ONE artistic/cultural/content-related event or visit ONE location that is related to their area of concentration. 1) Students can visit one of the artistic, cultural, scientific,

mathematical, and/or historic events offered throughout the Charleston area. A lesson plan should be developed to incorporate these events into the students' classroom. The lesson plan should be included along with any evidence regarding the event in the field experience packet. 2) Students can visit one of the local community locations such as museums, science center, National Historic Park, plantations, or aquarium, etc. Students can review the references, information packet, and website data offered by the organization. Students should consider using this information for the units in their content area. They are required to develop a lesson plan by using these resources. A journal entry and any evidence related to the activity should be included in the field experience packet. Maximum time allowed for this activity is 2 hours.

Class Expectations:

- Attendance is expected at all class meetings.
- All assignments must have a mastery level of 90% (A) or above.
- All Assignments should be uploaded to Livetext.
- Read and be prepared to discuss in class
- At least a 15-hour field experience working with a teacher in the certification content area.
- Darkness-to-Light training – Free online for Citadel students (3 hours)
- Attendance at a cultural, scientific, mathematical and/or historical event for 2 hours.
- A field experience packet including all of the field experience entries, lesson plans, evidence of participation, and reflections.

Course Outline

Schedule subject to change based on class needs. Additional reading/activities will be assigned as the course develops.

<u>Date</u>	<u>Topic</u>	<u>Week's Assignments</u> (Due that day)
8/24 (TH)	Introduction	
8/29 (T)	The Importance of Literacy in Content Area	
8/31 (TH) Fieldwork	Inaugural Zucker Family Educational Leadership and Innovation Forum "The Education Workforce: Crisis of Shortages, Promises of Excellence"	
9/5 (T)	Literacy Process	Journal #1
9/7 (TH)	Culturally Responsive Pedagogies	
9/12 (T)	Students, Textbook & Materials	Bring Reading Materials Readability, CARI
9/14 (TH)	Lesson & Unit Planning I	
9/19 (T)	Lesson & Unit Planning II	Text Set Assignment
9/21(TH)	Vocabulary	
9/26 (T)	Prereading Strategies	Lesson Plan 1 st Draft
9/28 (TH)	Reading Guides	
10/3 (T)	During Reading Strategies	Lesson Plan 2 nd Draft
10/5 (TH)	Postreading Strategies	
10/10 (T)	Writing	Lesson Plan Final Draft
10/12 (TH)	Assessment	
10/17 (T)	Motivation/Engagement	
10/19 (TH)	Literacy Technology Tools	TWO Rubrics
10/24 (T)	Microteaching	Microteaching
10/26 (TH)	Microteaching Fieldwork Preparation	Microteaching

10/31 (T), 11/2 (TH)	Fieldwork	Online Discussion
11/7 (T), 11/9 (TH)	Fieldwork	Online Discussion
11/14 (T), 11/16 (TH)	Fieldwork	Online Discussion
11/21 (T), 11/23 (TH)	Thanksgiving Break - No Class	
11/28 (T)	Individual Conference	
11/30 (TH)	Fieldwork Presentation	Journal #2
12/5 (T)	Final Exam	Fieldwork Packet on LiveText