



The Citadel
School of Education

EDUC 592: Teaching Reading and Writing in the Middle and High Schools Literacy Student Syllabus Fall 2017	
<i>Instructor:</i> Stephenie M. Hewett, Ed.D.	<i>Class Meetings:</i> Monday
<i>Office:</i> 327C Capers Hall	<i>Class Hours:</i> 4:30 to 7:00PM
<i>Telephone:</i> 953-5019	<i>Meeting Room:</i> 201 Capers Hall
<i>Email:</i> HewettS@Citadel.edu	<i>Office Hours:</i>
<i>Credit Hours:</i> 3	Mondays: Before and after class
	Tuesdays: 7:30 – 8:00, 9:30 – 11:00AM
	Thursdays: 7:30 to 8:00, 9:30-11:00AM.
	For additional hours, please set an appointment

Required Books and Readings:

1. South Carolina ADEPT Performance Dimensions. Columbia, SC: South Carolina State Department of Education.
2. The South Carolina K-12 Curriculum Standards document that is appropriate for your content area.
3. Stewards of Children Training Curriculum . The Citadel offers free online training or there are free community training sessions throughout the month of August. Please check www.d21.org for the times, dates, and locations.
4. This is a LiveText course. LiveText registration is required.

Required Class Preparation Readings:

1. Interest Inventory WebQuest
2. Study Questionnaire WebQuest
3. Readability Formulas

4. Content Area Reading Inventory Inservice
5. Literacy completion portfolio assignment

Student Information: This course is a required course in the Literacy graduate education program. This course is designed for the Literacy teacher with emphasis upon developing principled educational leaders, incorporation of reading and writing skills within each content area, program establishment, and diagnostic skills.

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.

Course Description:

A course designed for the literacy teacher emphasizing pupil diagnosis followed by instructional decision making directed toward a balanced teaching approach. Candidates focus on literacy skills while teaching the subject matter of the secondary content areas. The candidates will also develop a grant proposal to meet the literacy needs of a middle or high school.

ConCeptual Framework:

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:

Candidates' application of theory will be of utmost importance for this course, and time will be spent in various whole-class and small group discussions and activities. Candidates 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, CF16, CF17).

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

1. Interest Inventories
2. Study Questionnaires

3. Readability Formulas
4. Comprehensive literacy program to meet the needs of middle or high school students
5. 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, CF16, CF17)

Course Goals With Evaluation Methods:

Goal	Evaluation Methods/Rubrics
<p>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)</p>	<p>1. Program development 2. Field experience journal</p>
<p>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, CF11)</p>	<p>1. Program development 2. SC State Literacy standards list. 3. Interest Inventory 4. Readability Formulas: Fryes Readability, Raygor, and SMOG</p>
<p>3. To examine research and practices in the area of reading and writing instruction which complement and supplement reading instruction. (CF7, CF8, CF9, CF10, CF11)</p>	<p>1. Portfolio</p>
<p>4. To strengthen students' reading and writing abilities by embedding reading and writing instruction in a</p>	<p>1. Program development 2. Field experience journal</p>

<p>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, CF11)</p>	
<p>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, and understand the interactive nature and multiple causes of reading and writing difficulties. (CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, CF11)</p>	<ol style="list-style-type: none"> 1. CARI Content Area Reading Inventory 2. Field experience journal
<p>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, CF6)</p>	<ol style="list-style-type: none"> 1. Portfolio
<p>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</p>	<ol style="list-style-type: none"> 1. Reflection papers 2. Study Questionnaire 3. Interest Inventory

<p>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, CF16, CF17)</p>	
<p>8. To recognize values and be sensitive to human diversity (cultural and ethnic) and understand their influence on the reading and writing processes. (CF1, CF2, CF3, CF4, CF5, CF6, CF12, CF13, CF14, CF15, CF16, CF17)</p>	<p>1. Portfolio</p>
<p>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, CF11)</p>	<p>1. Program development 2. Reflective papers</p>
<p>10. To believe that all students can learn to read and write and share in the communication process, to understand the conditions necessary for all students to succeed, 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, CF16, CF17)</p>	<p>1. Reflective papers 2. Program development 3. Portfolio 4. Field experience journal</p>

<p>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. (CF1, CF2, CF3, CF4, CF5, CF6)</p>	<p>1. Program development</p>
<p>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)</p>	<p>1. Study questionnaire 2. Content Area Reading Inventory 3. Project Evaluation</p>
<p>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</p>	<p>1. Project evaluation</p>

aligning assessment and instruction. (CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, CF11)	
14. To recognize the importance of professional development and the continuation of learning and professional development by attending meetings of content. (CF12, CF13, CF14, CF15, CF16, CF17)	1. CARI Workshop

Instructional Units and Assessments:

Course Schedule for EDUC 592 – Schedule subject to change based on class needs.
Additional reading/activities will be assigned as the course develops.

<u>Unit Topic or Title</u>	<u>Correlated Standards/Expectations</u>	<u>Length/Date (Week of)</u>	<u>Assessment(s)</u>
Class introduction	(CF12, CF13, CF14, CF15, CF16, CF17)	August 28	
Mission Statement	(CF7, CF8, CF9, CF10, CF11, CF12)		Mission Statement
Interest Inventory			Interest Inventory
Study Questionnaire	CF1, CF2, CF3, CF4, CF5, English Indicator 4 (EI 4), Math Indicator 7 (MI 7), Physical		Study Questionnaire
Readability Formulas	Education Indicators 5 and 6 (PEI 5,6), Science		Readability formulas and
CARI	Indicator 6 (SCI 6), Social Studies Indicators 3 and 6 (SSI 3 and 6)		CARI
Labor Day	Citadel Family Values	September 4	Have fun and relax

<p>*Gardner's Multiple Intelligences</p> <p>*Learning Modes</p>	<p>CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, CF11 EI 5, MI 7, MI 10, PEI 4, PEI 5, PEI 9, SCI 1, SCI 6, SCI 10, SSI 1, SSI 5, SSI 6</p>	<p>September 11</p>	<p>How I Learn Reflective Paper</p>
<p>**Catch up Night</p>	<p>Literacy Portfolio assignment</p>	<p>September 18</p>	<p>The following assignments should be completed:</p> <ol style="list-style-type: none"> 1. Reflection paper on how you communicate under stressful conditions 2. Reflection paper on how you learn and demonstrate that knowledge. 3. Philosophy of Education 4. Readability Formulas: Fryes Readability, Raygor, and SMOG 5. Interest Inventory 6. CARI 7. Study Questionnaire
<p>Stewards of Children Training</p>		<p>September 25</p> <p>Online Darkness to</p>	<p>Online Darkness to Light Training</p>

		Light Training	
Literacy Completion Portfolio School Report Card Assignment Field experiences (interviews) Project Need		October 2 Online Class	Literacy completion Portfolio
Work night	No class attendance required	October 9	
Program Development Resource Evaluation Program Objectives Plan of Operation Assessment Budget		October 16 Online Class	Literacy Completion Portfolio Assignment
Work Night	No Class Attendance required	October 23	Work night
Work Night	No Class Attendance required	October 30	Work Night
Work Night	No Class Attendance required	November 6	Work Night
Work Night	No Class Attendance required	November 13	Work Night

Fall Break	NO CLASS	November 20	
Course Wrap-Up Early finisher individual conferences	Please complete the Livetext forms and Course evaluations	November 27	Work Night
Individual Conferences	CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, CF11, CF12, CF13, CF14, CF15	December 4 Traditional Class	Exam Field Experiences
Individual Conferences		December 11	Exam Field experiences

***Catch Up class is designed to help you turn in all assignments up to this point. This is extremely important in staying on track to complete the portfolio on time. All of the listed assignments should be posted on LiveText on Monday, September 24, 2017.**

****Make 5 copies of the [Resource Evaluation](#). Find 5 web sites regarding your unit. Evaluate the websites using the resource evaluation tool. Post the evaluations on LiveText.**

Grades for EDUC 592

There are no written exams. The assignments are designed to allow the students the opportunity to completely plan a unit of content instruction including necessary reading and writing instruction. All assignments will focus upon that topic. If you are currently teaching in a school, you may want to choose a topic that will be taught in your classes at school.

All assignments including field experiences are required to be completed at the "A" level. If the assignment is not on the A level of quality, it will be returned for revision and improvement. There is no grade deduction for returned assignments. **If an assignment is not submitted on Livetext by the due date, the student gives up the option of resubmitting the assignment to receive an "A". The assignment will be graded using the following grading scale:**

A grade of an “A” - All aspects of the assignment are evident and are at the “A” quality with the assignment containing no spelling, grammatical, and/or mechanical errors.

A grade of a “B” - All aspects of the assignment are evident and are at the “A” quality with the assignment containing one spelling, grammatical, and/or mechanical errors and/or the aspects of the assignments are not at the “A” level and/or one aspect of the assignment is missing.

A grade of a “C” - All aspects of the assignment are evident and are at the “A” quality with the assignment containing two spelling, grammatical, and/or mechanical errors and/or the aspects of the assignments are not at the “A” level and/or some aspects of the assignment are missing.

A grade of a “D” - All aspects of the assignment are evident and are at the “A” quality with the assignment containing three spelling, grammatical, and/or mechanical errors and/or the aspects of the assignments are not at the “A” level and/or multiple aspects of the assignment are missing.

A grade of an “F” - All aspects of the assignment are evident and are at the “A” quality with the assignment containing four or more spelling, grammatical, and/or mechanical errors and/or the aspects of the assignments are not at the “A” level and/or multiple aspects of the assignment are missing.

Even though the late assignment will not receive a grade of an “A”, the assignment must be resubmitted to the “A” level.

If any assignment is not resubmitted or does not reach the "A" level, the student will receive an "F" for the course. Resubmit assignments should be turned in for reevaluation **no later than 2 weeks after the assignment has been returned for corrections.** The

objective is to complete a unit of instruction of “A” quality work. All assignments are to be kept in the Livetext portfolio.

Class Expectations:

1. Attendance is expected at all class meetings.
2. All assignments must have a mastery level of 90% (A) or above.
3. All assignments are to be submitted on Livetext.
4. Read and be prepared to discuss in class:
5. Darkness to Light Stewards of Children Certificate.

Disability Disclosure:

Under the Americans with Disabilities Act (ADA) and section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access programs and services. The Citadel is committed to providing equal educational opportunities for individuals with disabilities. It is the Office of Access Services, Instruction, and Support (OASIS) purpose to assist, advocate for, coordinate and support students' academic needs. All accommodations are coordinated through the OASIS located in Room 105 Thompson Hall (953-1820).

Statement on Plagiarism and Consequences:

Students are encouraged to share ideas, methods, and teaching techniques with each other. Time will be allowed in class to meet in collaborative groups to share and discuss ideas. Students are also encouraged to proofread each other's work. Although idea sharing is encouraged, students should not directly copy someone's words. Ideas should be adapted and adjusted to meet the individual needs of the students. Word-by-word copying and identical assignments are considered Honor Code Violations.

Field Experience Requirements:

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, CF16, CF17)

Literacy Field Experience Requirement Checklist

- _____ Interview teacher of a chosen middle or high school.
- _____ Interview selected middle or high school administrator.
- _____ Interview parent of students attending the chosen middle or high school.
- _____ Interview community members whose area children attend the chosen middle or high school.

_____ Darkness to Light Training (3 hours)

Submit on Livetext all forms by Monday, December 4, 2017.

2. Darkness-to-Light's Stewards of Children training. The Darkness to Light Stewards of Children Certificate is required. Maximum time allowed for this activity is 3 hours.

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 packet (interview responses and reflections)
- Practicum evaluations by candidates

Course Requirements: The electronic portfolio (Livetext e-portfolio) is a collection of the required assignments and reflections of the experiences in this course. The e-portfolio must have the following components: (CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, CF11, CF12, CF13, CF14, CF15, CF16, CF17)

A. The following assignments and reflections

- _____ 1. How I learn best reflection
- _____ 2. Mission Statement

- _____ 3. Readability Formulas Reflection and evaluation of textbook
- _____ 4. Interest Inventory for the entire school
- _____ 5. Study Questionnaire for the entire school

- _____ 6. CARI inservice

- _____ 7. Literacy Completion Portfolio Assignment

- _____ 8. Stewards of Children Certificate

Grading Rubrics:

The Literacy candidate evaluation involves a portfolio assessment with the following assignments included:

1. Reflection paper on how you learn and demonstrate that knowledge (no rubric)
2. [Readability Formulas: Fryes Readability, Raygor, and SMOG](#)
3. [Interest Inventory](#)
4. [Study Questionnaire](#)
5. CARI inservice

[6.Literacy Completion Portfolio Assignment](#)

7.Resource Evaluation – No rubric

8.Field Experience- Satisfactory completion of all in-school field experiences and requirements and journal entries. 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 packet (interview responses and reflections)
- Practicum evaluations by candidate

