

Western Kentucky University
College of Education and Behavioral Sciences
LTCY 421: Content Area Reading in the Middle and Secondary
Grades
Spring 2015
Online

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Office Hours: Monday 10:30am – 12:30pm & 2:30pm – 4:30pm

Wednesday: 10:30am – 12:30pm

Thursday 1pm – 5pm (Some or all of these hours may be online)

**Appointments are available in person, via phone, and/or via Skype and are available upon request.*

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Prerequisites: EDU 250, AGED 250 or AMS 330 with a grade of C or higher and admission to Teacher Education.

Course Description:

Content Area Reading in the Middle and Secondary Grades is designed to offer a detailed view of the principles, materials, and methods of literacy instruction and support for middle and secondary grade students. Principles, psychology, and methodologies for teaching both the general and specialized literacy skills in the secondary grades are studied and practiced. This course is required for secondary English students and is recommended for all middle and secondary content teachers.

Note: Traditional class work is usually calculated as three hours of in-class time and six hours of out-of-class work each week for a total of nine hours of work. The online course will be equivalent, defining the work for each credit hour as three hours of work per week for a total of nine hours of work per week for this three hour course. Therefore, you can expect the work assigned for each week to take approximately nine hours per week to be completed completely and effectively.

Guiding Texts for the Semester

National Institute for Literacy, *What content-area teachers should know about adolescent literacy*. 2007, Retrieved May 1, 2009, from http://lincs.ed.gov/publications/pdf/adolescent_literacy07.pdf.

Texts provided on Blackboard include but may not be limited to:

- Adolescent literacy in perspective: Fluency instruction: Best practices for older readers*. (2006, September). Retrieved from http://www.ohiorc.org/orc_documents/ORC/Adlit/InPerspective/2006-09/in_perspective_2006-09.pdf
- Almanza de Schonewise, E., & Klingner, J. (2012). Linguistic and cultural issues in developing disciplinary literacy for adolescent English Language Learners. *Top Lang Disorders*, 32(1), 51-68.
- Blakemore, S.J. (2012, June). The mysterious workings of the adolescent brain. Retrieved from http://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_brain?language=en
- Caccamise, D., & Snyder, L. (2005). Theory and pedagogical practices of text comprehension. *Top Lang Disorders*, 25(1), 5-20.
- Cho, B., & Afflerbach, P. (2015). Reading on the internet: Realizing and constructing potential texts. *Journal of Adolescent & Adult Literacy*, 58(6), 504-517.
- Dobler, E. (2015). E-Textbooks: A personalized learning experience or a digital distraction? *Journal of Adolescent & Adult Literacy*, 58(6), 482-491.
- Faggella-Luby, M., & Deshler, D. (2008). Reading comprehension in adolescents with LD: What we know; what we need to learn. *Learning Disabilities Research & Practice*, 23(2), 70-78.
- Faggella-Luby, M., Grander, P., Deshler, D., & Drew, S. (2012). Building a house on sand: Why disciplinary literacy is not sufficient to replace general strategies for adolescent learners who struggle. *Top Lang Disorders*, 32(1), 69-84.
- Gay, G., & Kirkland, K. (2003). Developing cultural critical consciousness and self-reflection in preservice teacher education. *Theory Into Practice*, 42(3), 181-187.
- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
- Hurry, J., & Doctor, E. (2007). Assessing literacy in children and adolescents. *Child and Adolescent Mental Health*, 12(1), 38-45.
- Larson, L., Dixon, T., & Townsend, D. (2013). How can teachers increase classroom use of academic vocabulary? *Voices from the Middle*, 20(4), 16-21.

- Manyak, P., Von Gunten, H., Autenrieth, D., Gillis, C., Mastre-O'Farrell, J., Irvine-McDermott, E., Baumann, J., & Blachowicz, C. (2014). Four practical principles for enhancing vocabulary instruction. *The Reading Teacher*, 68(1), 13-23.
- Moje, E., Overby, M., Tysvaer, N., & Morris, K. (2008). The complex world of adolescent literacy: myths, motivations, and mysteries. *Harvard Educational Review*, 78(1), 107-154.
- Murnane, R., Sawhill, I., & Snow, C. (2012). Literacy challenges for the twenty-first century: Introducing the Issue. *The Future of Children*, 22(2), 3-15.
- Pinkney, J., & Shaughnessy, M. (2013). Teaching critical thinking skills: A modern mandate. *International Journal of Academic Research*, 5(3), 346-352.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78(1), 40-59.
- Stowe, M. (2009). Teaching morphology: Enhancing vocabulary development and reading comprehension. Retrieved from <http://education.wm.edu/centers/ttac/resources/articles/teachtechnique/teachingmorphology/index.php>
- Tatum, B. D. (1997). *Why are all the black kids sitting together in the cafeteria?* NY: Basic Books.
- Torgesen, J. K., & Miller, D. H. (2009). *Assessments to guide adolescent literacy instruction*. Portsmouth, NH:RMC Research Corporation, Center on Instruction.
- Wexler, J., Vaughn, S., Edmonds, M., & Reutebuch, C. (2008). A synthesis of fluency interventions for secondary struggling readers. *Read Writ*, 21(4), 317-347.
- Zygouris-Coe, V. (2012). Disciplinary literacy and the common core state standards. *Top Lang Disorders*, 32(1), 35-30.

Additional Recommended Texts:

Daniels, H., & Steineke, N. (2011). *Texts and Lessons for Content-Area Reading*. Portsmouth, NH: Heinemann.

ReadWorks.org – You will need to register with this website and create sign-in information. Registration is free. You will need access to this site for CARS activities as well as lesson plan development and implementation for this course. Go to <http://www.readworks.org> to get started.

Topics studied in class are listed in Course Calendar. Additionally, the six shifts in English Language Arts as outlined on the Common Core State Standards website (<http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/>) are also a focus in the work of this course.

Common Core State Standards Shifts in ELA/Literacy		
Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Also available from <https://www.engageny.org/resource/common-core-shifts>

Requirements for Field Experience

Criminal background check, physical and TB test MUST be on file in Teacher Services, second floor, Gary Ransdell Hall before you can begin your field experience. **Fifteen (15) hours of field experience are required for LTCY 421.** Field experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for arranging their

own field placements and for their own transportation to designated or assigned sites. As a part of the required field work, you must complete six one-on-one tutoring sessions and therefore will be responsible for identifying a middle/secondary grade student with whom tutoring can be completed. If you need assistance in finding a observation placement and/or identifying a student to tutor, contact your instructor.

Critical Performance

Kentucky Teacher Standard(s) Assessed:
Standard 1 – Applies Content Knowledge
Standard 4 – Implements/Manages Instruction

Purpose and Use Statement: This critical performance is an evaluation of Kentucky Teacher Standards 1 and 4. Completion and uploading of this performance into the electronic portfolio is a requirement for a passing grade for LTCY 421.

Critical Performance description, guiding template, and rubric provided as separate documents.

Course Rationale:

LTCY 421 will provide middle and secondary education majors with an overview of the instructional strategies for teaching and integrating literacy into the content areas at the middle and secondary levels. Students will develop a conceptual understanding of reading and writing processes and appropriate instructional strategies that emphasize literacy skills necessary for the learning of content area information in middle and secondary schools.

Course Goals and Objectives:

The goal of this course is to provide information on various aspects connected with middle and secondary literacy instruction and develop both conceptual and practical perspectives appropriate for teaching in middle and secondary schools. The course objectives are stated corresponding to Kentucky New Teacher Standards for Preparation and Certification. The course objectives are listed under each standard.

Requirements for Standards-Based Instruction: Every student must be fluent in Kentucky Core Academic Standards (KCAS), must be able to deconstruct the standards into learning targets, and must be able to create formative assessments.

Kentucky Teacher Standards (KTS)

1. Demonstrate applied content knowledge

Objective: Develop a concept of reading comprehension and strategies for instruction; develop a concept of vocabulary and strategies for instruction; develop a concept of reading /writing/study skills and strategies for instruction

2. Designs/plans instruction

Objective: Plan reading and writing experiences that challenge, motivate, and actively involve the learner

3. Creates/maintains learning climates

Objective: Exhibit enthusiasm for the learning and teaching of literacy skills

4. Implements/ manages instruction

Objective: Develop a concept of "at-risk" students and appropriate strategies to teach various literacy needs at secondary levels; develop multiple teaching strategies to facilitate content area literacy

5. Assesses and communicates learning results

Objective: Develop a concept of assessment appropriate for various literacy tasks

6. Demonstrates the implementation of technology

Objective: Develop a concept of ways to integrate literacy, technology, and content learning in a meaningful way.

7. Reflects on/evaluates teaching and learning

Objective: Reflect on the various literacy instructional strategies in secondary schools and the relevance to their own content areas; engages in self-reflection and evaluation of teaching experiences.

8. Collaborates with colleagues/parents/others

Objective: Develop a concept of literacy as a common denominator of learning and develop strategies for reading and writing across the content areas to enhance all content area learning.

Kentucky Framework for Teaching

The Kentucky Framework for Teaching is a research-based set of components of instruction, aligned to the InTASC standards and grounded in a constructivist view of learning and teaching.

The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

All four domains will be addressed in LTCY 421 with an emphasis on Planning and Preparation, Classroom Environment, and Instruction.

KERA (Kentucky Education Reform Act) Elements Addressed

Learning goals and academic expectations
Performance tasks
Performance assessment
Integrated curriculum
Expanded use of technology
Primary program (where applicable)

Assignments and Grades:

Cultural and Literacy Autobiography = 50 points

Argument and Evidence Reading Guide = 25 points

Argument and Evidence Papers

Six papers X 25 points each = 150 points

Content Area Reading Strategy (CARS) Activities (through Discussion Board)

Six CARS activities x 20 points each = 140 points

Selected sections of the CP to be submitted throughout the semester

Eight sections X 10 points each = 80 points

Critical Performance (CP) Final Draft = 415 points

Total points possible = 860

A = 93% - 100%	800 to 860 points
B = 85% - 92%	731 to 799 points
C = 77% - 84%	662 to 730 points
D = 70% - 76%	602 to 661 points
F = 69% or below	601 points or fewer

Notes about submission of assignments:

All written papers are to be submitted as **Microsoft Word Documents** in either .doc, .docx, or .rtf files and must follow APA 6th edition format. If you need assistance with APA, see here: <http://libguides.wku.edu/c.php?g=271536&p=1812493>. All assignments should be submitted through the Assignments section of Blackboard. **Do not email copies of your assignments as email.** It is your responsibility to ensure that all assignments are uploaded correctly through Blackboard. It is recommended that you keep digital and hard copies of all assignments for your protection. If you need assistance in uploading an assignment to Blackboard, contact Information Technology (IT) at 270.745.7000.

Assignment Information

Assignment #1: Cultural and Literacy Autobiography (50 points)

The Transactional Theory, according to Rosenblatt (1978), indicates, “The reading of any work of literature is, of necessity, an individual and unique occurrence involving the mind and emotions of a particular reader” (preface). Rosenblatt believes, as do I, that a text is simply ink on paper until a person picks it up, and the human mind takes it in. Only then does it become text that imparts meaning. The reader’s life experiences directly affect the meaning drawn from the text.

Because I situate my work in the Transactional Theory of reading, I believe we all as educators need to know ourselves culturally and as literate people. From that belief comes this introductory assignment to write an essay about your cultural experiences and your experiences in becoming and being a literate person.

The essay, according to D’Ambrosio (2014), provides an opportunity for the writer “to fall, that is, and to hear what the descent has [had] to say” (p. 18). I would encourage you to write in that stance. D’Ambrosio shares the essayist’s motto: *Que sais-je?* For those who don’t speak French, that translates, “What do I know?” Again, this is the stance. Write and allow the essay to help you be metacognitive about yourself both as a member of the human race and as a literate person.

References:

- D’Ambrosio, C. (2014). *Loitering: New & collected essays*. Portland, OR: Tin House Books.
- Rosenblatt, L. (1978). *The reader, the text, the poem: The transactional theory of the literary work*, Carbondale, IL: Southern Illinois University Press.

Assignment: Cultural and Literacy Autobiography

You may want to create a timeline first; this is not a required part of the assignment, but it might help you recall and organize your life experiences from birth to present. Write your essay using the following section titles to guide you as the writer and me as the reader. (I would suggest you cut and paste this as a template for your paper, deleting my guiding statements and including your writing instead. The headings I have provided are 6th edition APA formatted.)

A template for writing this assignment and scoring rubric can be found in the appendix of this syllabus.

Assignment #2: Argument and Evidence Reading Guide (25 points)

During week 2 of the course, you will read sections concerning decoding, morphology, fluency, vocabulary, and text comprehension (pages 3-26) in the National Institute for Literacy text *What Content-Area Teachers Should Know about Adolescent Literacy* (2007) as well Caccamise & Snyder (2005) *Theory and pedagogical practices of text comprehension*. While reading these two selections, you will complete a reading guide. The reading guide can be found in the Assignments section of Blackboard. This reading guide is aimed to help you be able to form arguments about what you're reading while you are reading it and then be able to support your argument with information provided within the assigned reading. This process will better enable you to write the Argument and Evidence papers throughout the semester. You can find more information pertaining to this reading guide in Blackboard.

Assignment #3: Argument and Evidence papers (Six papers x 25 points – 150 points total)

Argument and Evidence is the theme of WKU's current Quality Enhancement Plan (QEP).

EVIDENCE & ARGUMENT

THE QUALITY ENHANCEMENT PLAN FOR WESTERN KENTUCKY UNIVERSITY

QEP STUDENT LEARNING GOAL

WKU students will bring evidence and argument to life through written, oral, and visual means. Graduates will apply and adapt this learning to their professional, social, and personal lives.

QEP STUDENT LEARNING OUTCOMES

1. WKU students will demonstrate the ability to gather sound and relevant evidence to address an issue. (*Evidence-Gathering*)
2. WKU students will demonstrate the ability to analyze and synthesize the assembled evidence. (*Sense-Making*)
3. WKU students will demonstrate the ability to articulate a logical and supported argument based on this analysis. (*Argumentation*)

WHERE AND HOW WILL STUDENTS ENCOUNTER THESE OUTCOMES?

	Evidence-Gathering	Sense-Making	Argumentation
UC 175	Introduced	Introduced	Introduced
ENG 100	Introduced	Introduced	Introduced
COMM 145/HC Course	Introduced	Introduced	Introduced
ENG 300/WID Course	Developed	Developed	Developed
In-Major Course(s)	Developed	Developed	Developed
Connections Courses	Mastered	Mastered	Mastered



To help instill the QEP in your mind and to allow yourself to be guided through the learning outcomes of the QEP (above), you will read evidence (provided articles), analyze and synthesize that evidence, and write an argument concerning that evidence. The argument is your “stance” about something. In the real world, people and employers don’t want to know your stance based solely on what you think and on what you think you know. They want to hear or read your stance based on solid evidence.

Therefore, during the course of the semester, you will select six of the assigned articles to be read and will create an Argument and Evidence paper. During/after reading an article(s), you will develop your own “stance” or argument regarding that topic. You will then write a 2 page paper that presents your argument and supports that argument with effective evidence from the assigned reading. These papers should include **only evidence from the assigned reading(s) and outside information should not be considered for the purposes of this assignment.**

See additional assignment information and scoring rubric in the appendix of this syllabus.

Assignment #4: Content Area Reading Strategies (CARS) Activities (Six CARS activities X 20 points each = 140 points)

Throughout the course of this semester, you will be learning best practices for embedding content-area reading strategies into content-area courses. In order to be able to effectively select and employ these research-based strategies, it is important to practice using these strategies yourself.

During this semester, you will complete six CARS activities. For each activity, you will read about a pre-selected content-area reading strategy, will apply that strategy to a grade-level (middle/secondary grade) article, will post your completed work to Blackboard, and will reflect on the strategy and your perceived effectiveness of the strategy. All CARS related activities and information will be found/completed through the Discussion Board section of Blackboard.

Successful completion of these activities will require access to the website ReadWorks.org in order to access appropriate middle/secondary informational articles. Visit www.readworks.org to register and create your sign-in information. Access to the website is free.

Each activity is worth 20 points for a total of 140 points for the semester. ***You can find a scoring rubric for all CARS activities in the appendix of this syllabus.***

Assignment #5: Critical Performance: Content-Based Literacy Instruction (415 points)

Kentucky Teacher Standards Assessed:

Standard 1: Applied Content Knowledge

Standard 4: Implements/Manages Instruction

Graded Product: Teaching Context which includes information regarding academic content area, a content topic for instruction, student's background information related to his/her literacy skills, student's strength's and areas for growth based on performances on the pre-assessments, student's academic needs related to literacy and the content area; the English Language Arts/Literacy content standards used; your **instructional plan** for meeting the student's needs which includes vocabulary development materials, comprehension strategies, multiple reading sources to support content area instruction, and differentiated instruction; an **instructional log**, which includes dates and times; a **reflection** of your field experience with brief narratives of literacy and content area instruction and student's progress; and an **annotated bibliography** used in this assignment should be turned in as final products.

Task: literacy instruction which address the Kentucky Core Academic Standards for both literacy and your content area. This field experience should provide you with skills to teach comprehension strategies, provide vocabulary development, model writing related to an academic content area and literacy, and develop the awareness of infusing multiple reading sources into academic content area instruction. This field experience should also help you learn how to use literacy strategies when implementing an academic content area lesson.

- 1) You should select both an academic content area and standards-based content topic prior to your tutoring sessions. You should choose one specific academic content area such as English Language Arts, science, social studies, math, agriculture, physical education, art, consumer and family sciences, music, Spanish, French, Chinese, German, business and marketing education, or engineering and technology. If you are majoring in more than one discipline, you should select one of the discipline areas for this assignment. All students have to obtain approval for the content area and topic from the course instructor prior to the tutoring sessions.
- 2) Based on the results from the required pre-assessments (interest inventory, cloze procedure, writing sample, and comprehension inventory) you administered to the student in the first tutoring session, write a one to two page teaching scenario (teaching context).
- 3) Design and implement six lessons. Teach your content topic while infusing effective literacy strategies. Use strategies in working with your student. Supplement your sessions with your students by bringing in reading sources such as trade books (fiction and nonfiction), graphic novels and comic books (including Manga), primary documents, magazines, appropriate Web sites, journals, encyclopedia, dictionary, popular media and music, newspapers, textbooks, and more.

Note: You are required to complete at least 15 hours of field experience for this course. All 15 of these hours may be completed through the time spend assessing and implementing lessons with

your target student. However, should your one-on-one time with your target student not equal 15 hours, then you can spend additional time in a middle/secondary classroom setting to make up the rest of the 15 hours. (For example, you may spend 8 hour with your target student completing assessments and implementing lessons and an additional 7 hours in a content-appropriate middle/secondary classroom)

4) Required Components for this assignment are as follows:

A. Teaching context:

- i) academic content area and content topic;
- ii) Kentucky Core Academic Standards: Anchor Standards;
- iii) Kentucky Core Academic Standards for your content area and the specific learning targets that are used in the lessons;
- iv) student's background information related to his/her literacy skills;
- v) student's strengths and areas for growth based on the results of the pre-assessments;
- vi) student's academic needs related to both literacy and the content area;
- vii) instructional plan

B. Lesson plans and learning targets:

Lessons 1-6 Series of sequential standards-based lessons that include instruction for your content area/topic

Students do not have to include the tutoring student-completed examples in the six lesson plans because they are required in the reflection paper.

C. Instructional log: Your instructional log should include dates, starting and stopping times, other pertinent information describing the setting, brief narratives of your instruction, and student's progress.

D. A reflection from you regarding your field experience. This reflection should include the following information:

- i) at least one paragraph describing the student's improvement in literacy skills, content topic knowledge, and abilities to handle both print and content;
- ii) at least one paragraph describing the student's performance on the pre-assessments administered during field experience;
- iii) at least one paragraph describing the positive aspects of infusing literacy concepts for teaching content material;
- iv) at least one paragraph describing any other changes that you would make pertaining to literacy the next time you teach the same content topic;
- v) two scanned examples that demonstrate your student's literacy skills, content area knowledge, and/ or achievements.

E. An annotated bibliography (APA 6th edition) of all reading sources (narrative and expository) used in this assignment. All of the reading sources such as trade books (fiction and nonfiction), graphic novels and comic books (including Manga), primary documents, magazines, (appropriate) Web sites, journals, popular media and music, newspapers, and textbooks should

be included. Each entry (single-spaced annotation/summary) should be written succinctly (a few sentences, or at most one paragraph).

Submit all of the required components as one Word document to Blackboard and Electronic Portfolio System.

You can find a specific breakdown of task information and a scoring rubric in the appendix of this syllabus. Remember, failure to upload the final draft of your CP to the electronic portfolio will result in receiving an incomplete for the course.

Assignment #6: Selected sections of the CP submitted throughout the semester (Eight sections of the CP X 10 points each = 80 points)

To ensure that adequate and appropriate progress is being made on the Critical Performance throughout the semester, components of the CP will be due throughout the semester. This will allow your instructor to read your work and provide appropriate feedback. This will ensure that you are working on the CP throughout the course of the semester and provide an opportunity to receive feedback to better improve the quality of your work. The components that you will submit throughout the semester include:

- Task #1
- Task #2
- Task #3
- Lesson Plan #1
- Reflection Log #1
- Lesson Plan #4
- Reflection Log #4
- Annotated Bibliography with at least 4 entries.

See course calendar for specific due dates for each of these tasks. You can find specific information for each of these components in the Appendix in the section related to the critical performance as a whole. You can find a scoring rubric for these 10 point assignments in the appendix as well.

Expectations for the Course:

Best Effort

In this class, the expectation is that each person is putting forth his/her best effort.

Examples of ways students put forth best effort include:

- Doing the assigned reading and engaging in discussion board activities in a timely manner
- Doing the assignments as requested/required
- Doing one's own work
- Turning in assignments on time
- Attending field experiences, arriving to field experiences in a timely manner
- Dressing in a professional manner while attending field experiences

Examples of ways the instructor puts forth her best effort include:

- Maintaining knowledge of the material
- Clearly communicating course expectations from day one
- Providing a clear syllabus and calendar outline of the course
- Preparing instruction
- Offering a variety of ways to engage in the material
- Structuring the assignments to fulfill the learning objectives
- Encouraging questions
- Offering feedback on assignments in a timely manner
- Being available online
- Providing additional resources to the class

Respect

In this class, the expectation is of mutual respect. The instructor will show respect for students. Students will show respect for the instructor and for one another.

Examples of ways to show respect for others include:

- Recognizing that you may not always agree with the opinions others express in class activities and learning to hear and express differing opinions while treating others the way you would like to be treated

Communicating Online (from the WKU Student Resource Center)

In online courses nearly all communication is written. This requires that you pay special attention to how you "say" things, since other learners do not have the benefit of picking up on non-verbal cues. Written communication normally takes place asynchronously by taking the form of posts and responses to a discussion forum. In this type of discussion, the instructor will post a topic and require students to post a discussion, respond and perhaps critique and evaluate their peers' submissions. Asynchronous discussion may be used to generate discussion solely among students.

There may also be synchronous discussions which are similar to chat rooms. The instructor will schedule a virtual meeting, in which students login to blackboard at the scheduled time and discuss course topics.

Netiquette

Be polite and respectful to fellow online participants by avoiding:

- Obscene language
- All-caps type, which is perceived as shouting
- Repeating the same sentence continuously

To communicate effectively in the online environment:

- Use smilies, or emoticons, to show tone of voice or emotion :)
- Use symbols such as asterisks(*) to emphasize words
- Use acronyms such as "brb" (be right back)

Read more on Netiquette at www.albion.com/netiquette/corerules.html or at http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.pdf

Plagiarism Policy:

Academic integrity is of paramount importance to this university and the teaching profession. Plagiarism is defined in the Catalog of WKU as follows:

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Do not turn in work to me that you copied from someone else, that belongs to someone else, or that you did not personally write every word of yourself (with identified direct quotes being an exception). With past literature units and other materials from LTCY 421 posted on the Internet the temptation might be for you to "borrow" some of the writing and present it as your own. I urge you to resist that temptation. No plagiarism or cheating will be tolerated.

Disability Accommodations Statement

"In compliance with university policy, students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The OFSDS telephone number is (270) 745-5004; TTY is 270-745-3030. Per university policy, please DO NOT request

accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.”

The Learning Center

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing University Center, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ DUC offers certified, one-on-one tutoring in over 200 subjects by appointment, walk in, or online. TLC is also a quiet study area, with side rooms designated for peer to peer tutoring, and offers a thirty-two machine Dell computer lab to complete academic coursework. Additionally, TLC has three satellite locations. Each satellite is a quiet study center and is equipped with a small computer lab. These satellites are located in Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. For more information, or to schedule a tutoring appointment, please call TLC at (270) 745-6254. www.wku.edu/tlc

TLC @ DUC Sunday 4:00pm – 9:00 pm Monday – Thursday 8:00am – 9:00pm Friday 8:00am – 4:00pm	TLC @ McCormack Sunday – Thursday 6:00pm – 11:00pm
TLC @ Keen Sunday – Thursday 6:00pm – 11:00pm	TLC @ PFT Sunday – Thursday 6:00pm – 11:00pm (for PFT residents and their guests only)

Writing Center Assistance

Writing Center Fall 2015 hours

Cherry Hall 123	Monday--Thursday	9-4
	Friday	9-2

Cravens Library (4th floor in the Commons)	Monday--Thursday	4-9
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Available services: Writers need feedback from readers to help refine their writing. The Writing Center can provide feedback. Tutors will talk with the student about his/her writing to help him/her:

- brainstorm ideas
- clarify main points
- strengthen logic and support
- integrate sources and credit them properly
- smooth out organization
- fine-tune sentence style
- learn to proofread

Personnel in the writing center will not edit or proofread the paper for the student. Personnel will help the student learn to revise and edit so that the student will be better able to catch his own

errors and improve his own content, organization, and style. Visit the writing center website for a video tour: (www.wku.edu/writingcenter).

Appointments may be scheduled online—

A link to the appointment scheduler is available on our website:

<http://www.wku.edu/writingcenter>. There are instructions on using the scheduler and a video tutorial about the scheduler software. Call the Cherry Hall location (745-5719) during operating hours to ask questions or schedule an appointment by phone.

Online response to a paper —

If getting to the locations when they are open is not possible, feedback on writing can be provided by email. The entire paper will not be read entirely by email; only a sample portion of the paper will be marked and have the errors explained. A form and instructions for submitting papers online are located on the website: www.wku.edu/writingcenter.

This syllabus may be altered during the course at the discretion of the instructor. Students are responsible for noting changes as they are communicated.

Appendix

Cultural and Literacy Autobiography Template

My Present

Personally

Provide as much appropriate CURRENT personal information **as you want to provide** – age, where you live, married or single, children or no, status in school, vocation (if you work), etc.

Culturally

How you view yourself culturally –might address race, religion, politics, etc. here if they affect your perception of who you are. Are you presently involved in any diverse settings? Are you currently interacting with people that are different from you? (Note: According to the 2013 U.S. Census Bureau, 14% of those living in Bowling Green, KY speak a language other than English at home; For Kentucky, 5%; if you live here in BG, you might think about these data.)

As a Literate Person

How you currently view yourself or others view you as a reader and writer – struggling, acceptable, highly successful; current data to support that if available – scores on assignments, ease with which you comprehend text, etc. You may include here whether you presently enjoy reading and writing or not. NOTE: Even if you do not enjoy reading and writing, I would encourage you to consider and include in this section of your autobiography that you do, in fact, appreciate having the ability to read and write.

My Past

Culturally

Where were you born? How many people are in your family? If you know, what generation in the United States do you represent? Are you and your siblings the first of your family to be born in this country? Were you foreign (not born in the United States) born? Have you always lived in the U.S.? In Kentucky?

What was the occupation of your mother when you were a child? Your father's occupation? How would you describe your family's social class? Where did you go to school? What did you like best about school? Like least? What is the most important thing you have learned as an undergraduate?

Does your immediate or extended family practice ethnic or cultural customs that you or they value or with which they identify (e.g., foods, celebrations, traditions, social behaviors,

manners, beliefs)? What customs do you prize most? Do all of your relatives speak your ethnic group language?

As a Literate Person

As much as you can remember, describe when you learned to read and write. Who taught you? What do you remember reading and writing at an early age? Be as specific as possible about authors, titles, etc. How did your attitudes toward reading and writing develop? Did you read to anyone? Did anyone read to you? As you grew into an older child, what kinds of things did you read and write? Be as specific as possible about authors, titles, etc. As an adolescent, what kinds of things did you read and write?

How did you get access to books? Was there a public library? Bookstore? Did your family visit either or both of those? Did you have computer in your house as a child? Did you use it for word processing, reading, computer games?

What value did your parents/grandparents/guardians place on reading/writing? At home? At school? Did you see your parents/grandparents/guardians reading and writing? If so, what were they reading and writing?

My Future

Culturally

What might your future include culturally? Are you planning to return to the county in which you were raised to teach? Have changes occurred there since you left? Would you consider moving to a very different place to teach? How will you create a climate that embraces diverse cultures in your classroom?

As a Literate Person

Although the writing of this essay is occurring at the beginning of your experience in studying literacy, how does knowing that your teaching must include reading and writing instruction make you feel? What are you hoping to learn about yourself as a reader and writer and as an instructor of reading and writing during this semester?

Cultural and Literacy Autobiography Scoring Rubric

Categories	Advanced	Proficient	Below Proficient
Cultural Autobiography (20 points possible)	Content is rich in detail about your own cultural autobiography (past, present, future) based on the prompts given for the assignment.	Content is appropriate and discusses your cultural autobiography (past, present, future) based on the prompts given	Content is inappropriate or does not discuss your cultural autobiography (past, present, future) based on the prompts. Few

	<p>Description includes many specific details and personal examples.</p> <p>(16-20 points)</p>	<p>for the assignment. Some specific details and personal examples included.</p> <p>(11-15 points)</p>	<p>to no specific examples and/or personal examples included.</p> <p>(5-10 points)</p>
<p>Literacy Autobiography (20 points possible)</p>	<p>Content is rich in detail about your own literacy autobiography (past, present, future) based on the prompts given for the assignment. Description includes many specific details and personal examples.</p> <p>(16-20 points)</p>	<p>Content is appropriate and discusses your literacy autobiography (past, present, future) based on the prompts given for the assignment. Some specific details and personal examples included.</p> <p>(11-15 points)</p>	<p>Content is inappropriate or does not discuss your literacy autobiography (past, present, future) based on the prompts. Few to no specific examples and/or personal examples included.</p> <p>(5-10 points)</p>
<p>Mechanics & Conventions (10 points possible)</p>	<p>0-1 errors in mechanics, conventions, spelling, and/or punctuation. Autobiography follows all rules of standard English in writing.</p> <p>(8-10 points)</p>	<p>2-5 errors in mechanics, conventions, spelling, and/or punctuation. Autobiography follows most rules of standard English in writing.</p> <p>(4-7 points)</p>	<p>More than 5 errors in mechanics, conventions, spelling, and/or punctuation. Autobiography may not follow standard rules of English writing.</p> <p>(0-3 points)</p>

Argument and Evidence Papers (based on assigned course readings)

What follows is an example to provide additional support and clarity in understanding how to write an argument and evidence paper.

The articles that you will read for these assignments are from peer-reviewed journals; that means that the scholarly peers of the authors of the articles have read the text and, since it is in print, agreed with the authors that the work they have accomplished or the thinking they are putting forward is, in fact, reliable and valid.

You will read the article and the short section in the text we continue to use, analyze and synthesize as you read or after you read, and respond to the three texts in writing.

I would suggest that you do this:

First: Read the “Vocabulary” section in National Institute for Literacy Text *What Content-Area Teachers Should Know About Adolescent Literacy*, pages 14-18. I don’t know that you will need to take extensive notes from this text. It’s quite straightforward. There are some basic vocabulary terms that you should read and make certain that you understand, not for a quiz or test but for your own professionalism. I will tell you as you read this section that the current standards in Kentucky (Common Core State Standards) don’t suggest that we pre-teach vocabulary (page 16-17 in this text) all of the time; there are times when students are about to read a text. There’s an important word they have to know to comprehend. We tell them the word before they start reading. The creators of the CCSS believe that teaching a student how to do all he can with a word he doesn’t know (Any parts of the word that I know? Can I tell by the syntax whether it’s a noun, verb, adjective, etc.? Can I use context clues to get a good idea of what it means?) is a life-long skill that will serve him well.

Then: Read the article concerning vocabulary.

Larson, L., Dixon, T., & Townsend, D. (2013). How can teachers increase classroom use of academic vocabulary? *Voices from the Middle*, 20(4), 16-21.

Evidence and Argument Paper Concerning Vocabulary LTCY 421 Online Week of March 30-April 5

After reading, analyzing, and synthesizing the two texts assigned for this week, establish an argument and support the argument with information from the two texts.

Here are some guidelines

- You are not “liking” or “disliking”/agreeing or disagreeing with what the authors of these texts have written.

- You are not reviewing their work (critiquing) the article. You are not a peer of these writers.
- You are to write a paper that is about **30% your thinking** and about **70% support of your thinking from the two texts**. This support from the texts should not be direct quotes but should instead be summarized content from both texts combined
- Your argument is your stance after reading the two texts. Your stance may be based in your work with the student you're tutoring. It might be based in your own educational experiences concerning vocabulary.
- Don't reference or cite other texts. Limit your argument to these two texts.
- This is not a five-paragraph paper where you need to tell me what you're going to write, write it and then conclude with a paragraph telling me what you wrote. You do need an introduction and a stated thesis statement, however.
- You may write from the third person and the first person, but do NOT write in second person.
- You do need to cite the two texts when you write information from them. Use APA citation form when you do that.

Here is a specific suggestion that you might borrow to begin your paper

"I have read the Larson, Dixon, and Townsend (2013) article and the section concerning vocabulary from the National Institute for Literacy text *What Content-Area Teachers Should Know About Adolescent Literacy* (2007), and, based on my own experiences, I believe two of the strategies described in the Larson, Dixon, and Townsend article to be more effective than the other two." *Then you would list the two effective ones and support their effectiveness with personal experience but also including support from the text.*

You may use my exact wording if you would like since this may be a first experience for you. If you have strong feelings about arguing another topic or want to make slight changes to my suggestion, feel free. Make certain, however, that you're not judging or critiquing the article (see above guidelines) instead of arguing your own stance.

Email your instructor if you have any questions.

Argument and Evidence Paper Scoring Rubric

Category	Below Proficient	Proficient	Advanced
A thorough reading and understanding of the concepts in the assigned texts is obvious from the student's written argument.	Several major ideas from the assigned texts are missing from or not correctly represented in the student's written argument.	A couple of major ideas from the assigned texts are missing from or not correctly represented in the student's written argument.	All major ideas from the assigned texts are included and correctly represented in and the student's written argument.

	(0-2)	(3-4)	(5)
Texts are analyzed and synthesized, and the resulting information is used as support of the student's argument.	The student includes mostly direct quotes, and ideas included are directly from the assigned texts.	The student includes a few direct quotes, and ideas included are mostly analyzed and synthesized from the assigned texts.	The student includes only the most appropriate direct quotes, and ideas included are analyzed and synthesized from the assigned texts.
	(0-2)	(3-4)	(5)
The student's ideas are presented and supported by the texts with approximately 30% of the written argument presenting personal stance and 70% presenting the analysis and synthesis of the texts that were read.	Only the student's ideas or ideas from the texts are represented.	Both student ideas and ideas from the texts are represented, but a proximity to the prescribed percentages is not achieved.	The student's stance comprises about 30% of the written paper with support from the texts comprising around 70%.
	(0-2)	(3-4)	(5)
The student presents his/her ideas as an argument, avoiding statements that indicate liking or disliking, agreeing with or disagreeing with the offerings of the authors of the assigned texts.	The student's responses to the texts are judgmental, not presented in the form of an argument.	The student's responses to the texts are sometimes judgmental but are mostly in the form of an argument.	The student's responses to the texts are presented in the form of an argument, free of judgmental statements.
	(0-2)	(3-4)	(5)
English grammar conventions: punctuation, agreement, sentence structure, spelling, formal tone, APA formatting, etc.	Errors interfere with reading of the texts.	Errors that have been identified by professor previously continue in this text.	Text is almost error-free. If there are errors, they have not been previously identified by the professor in this coursework.
	(0-2)	(3-4)	(5)

Critical Performance: Content-Based Literacy Instruction

The table below breaks down the Critical Performance into a series of seven tasks to be completed throughout the course of the semester:

Assignment to introduce critical performance:

TASK	ASSIGNMENT	POSSIBLE THINKING
1. You are required to work with a middle school or high school student (6 TH GRADE OR ABOVE) on content-based literacy instruction which addresses the Kentucky Core Academic Standards for both literacy and your content area.	1. Submit the grade-level of the student you are tutoring, his/her school, and the educator that will be overseeing your work with this student. (This person needs to sign each time you tutor the student – or at least be aware – you email him/her to keep him/her informed.) You will need signatures on your critical performance form at the end of the field experience. (note: I'm not sure that we are still submitting written forms, so this may change.)	<i>Do I have access to a student? Do I know of a student? Do I need some support from our placement office at WKU? What does the idea of tutoring a student mean to me? Any past experience?</i>
MY RESPONSE:		
2. You should select both an academic content area and standards-based content topic prior to your tutoring sessions. You should choose one specific academic content area such as English Language Arts, science, social studies, or math. If you have two different content areas such as social studies and ELA, you may select one of the subjects for this assignment, or you may tutor the student in both if that is a need. REMEMBER YOU ARE IN A LITERACY CLASS; all work with the	2: Submit a paragraph or list showing: Academic content area Standards-based content topic	<i>So my content area is... What do I know about the Common Core literacy standards associated with this content area? Have I seen them? Do I know anything about CCSS (Common Core State Standards)? Kentucky calls them Kentucky Core Academic Standards (KCAS). What do I know about literacy? What do I know about using texts? (NOTE – YOU'RE REFLECTING – IT MAY BE THAT YOU DON'T KNOW MUCH... WE WILL BE READING AND STUDYING</i>

student should be literacy based regardless of the content area and topic: the student should read, write, study vocabulary, etc. around that learning.		<i>ABOUT literacy, KCAS, texts, etc. You don't have to go find out now...but feel free if you want to; not a part of this assignment.</i>
MY RESPONSE –		
3. Based on the results from the required pre-assessments (interest inventory, cloze procedure, writing sample, comprehension inventory, other assessments) you administered to the student in the first tutoring session, write a one to two page teaching scenario (teaching context).	3. Write a one to two page teaching scenario that includes the assessments you administered to the student, the results, what you believe you know about the student from those results, and your teaching scenario/plan. Realize that your plan may only include a first-step. You may need to develop the plan and all lesson plans after the first by tutoring the student, reflecting on his response to the instruction, and then planning for the next session.	<i>What do I know about assessment? What do I know about teaching based on what a student knows and can do rather than on what he doesn't know or can't do? How will I create a teaching plan? Will talking to the student's teacher help? Will asking the student himself/herself help?</i>
MY RESPONSE –		
4. Design and implement six lessons. Supplement your sessions with your students by bringing in reading sources such as trade books (fiction and nonfiction), graphic novels and comic books (including Manga), primary documents, magazines, appropriate Web sites, journals, encyclopedia, dictionary, popular media and music, newspapers, textbooks, and more.	4. Six lesson plans (lesson plan template provided)	<i>What do I know about making a lesson plan? What do I know about a variety of reading sources? How do I choose texts for the student? With what lesson plan templates am I familiar?</i>
MY RESPONSE –		
5. Instructional log: Your instructional log should include dates, starting and stopping times, other pertinent information		<i>Do I need to purchase a notebook or journal to use for this? (not required by</i>

describing the setting, brief narratives of your instruction, and student's progress.	<i>professor, but will that help me to stay organized?) Is there a place I can sit after each time with the student and make these notes while they're still fresh in my mind?</i>
MY RESPONSE:	
6. A reflection from you regarding your field experience. This reflection should include the following information: i) at least one paragraph describing the student's improvement in literacy skills, content topic knowledge, and abilities to handle both print and content; ii) at least one paragraph describing the student's performance on the pre-assessments administered during field experience; iii) at least one paragraph describing the positive aspects of infusing literacy concepts for teaching content material; iv) at least one paragraph describing any other changes that you would make pertaining to literacy the next time you teach the same content topic; v) two scanned examples that demonstrate your student's literacy skills, content area knowledge, and/ or achievements	<i>If I'm going to provide proof of improvement (hopefully, there will be some), I need baseline data (to know where we're starting). Where will I get that? What will be some positive aspects of infusing literacy? Why should I worry about whether or not a student can read or write?</i>
YOUR RESPONSE:	
7. An annotated bibliography (APA 6 th edition) of all reading sources (narrative and expository) used in this assignment. All of the reading sources such as trade books (fiction and nonfiction), graphic novels and comic books (including Manga), primary documents, magazines, (appropriate) Web sites, journals, popular media and music, newspapers, and textbooks should be included. Each entry (single-spaced annotation/summary) should be written succinctly (a few sentences, or at most one paragraph).	<i>Will it be best to make this annotated bibliography as I go? What is an annotated bibliography? If I don't know APA style, where can I find that?</i>
MY RESPONSE –	

Critical Performance Scoring Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Teaching Context (teaching scenario)	No teaching scenario included. Zero points	Somewhat acceptable teaching scenario; failed to include a few required components. 1 to 10 points	Acceptable teaching scenario; included most required components. 11 to 20 points	Outstanding teaching scenario; included all required components. 21 to 30 points
Lesson Plans and Learning Targets Assignment 4	Failed to include the entire 6 lesson plans with (or without) all required components and / or did not follow prescribed format; included no or inappropriate learning targets. Zero to 70 points	Included 6 lesson plans; missing some required components and / or did not follow prescribed; largely lacked clarity; included questionable learning targets. 71 to 80 points	Included 6 lesson plans include with all required components; are in prescribed format; somewhat detailed; included acceptable learning targets. 81 to 90 points	Included six lesson plans with all required components and are in the prescribed format; written with clarity and thoughtfulness; included exemplary learning targets. 91 to 100 points
Vocabulary Development	No vocabulary materials provided to Instructor. Zero points	Questionable materials used to help your students understand the vocabulary in the content area lessons. 1 to 10 points	Somewhat appropriate materials you used to help your students understand the vocabulary in the content area lessons. 11 to 20 points	Appropriate materials you used to help your students understand the vocabulary in the content area lessons. 21 to 30 points
Comprehension Materials	No comprehension materials provided to Instructor.	Questionable materials used to insure comprehension	Somewhat appropriate materials you used to insure comprehension	Appropriate materials you used to insure comprehension

	Zero points	in the content area lessons. 1 to 10 points	in the content area lesson. 11 to 20 points	in the content area lesson. 21 to 30 points
Supplementary or Multiple Reading Sources	No supplementary or multiple reading sources provided to Instructor. Zero points	Questionable supplementary or multiple reading materials used to connect your content area lesson. 1 to 5 points	Somewhat appropriate supplementary or multiple reading materials you used to connect your content area lesson. 6 to 10 points	Appropriate supplementary or multiple reading materials you used to connect your content area lesson. 11 to 15 points
Instructional Log Assignment 5	No instructional log included. Zero points	Somewhat acceptable instructional log; failed to include a few required components. 1 to 20 points	Acceptable instructional log; included most required components. 21 to 40 points	Outstanding instructional log; included all required components. 41 to 60 points
Reflection Assignment 6	No reflection included. Zero points	Somewhat acceptable reflection; failed to include a few required components. 1 to 20 points	Acceptable reflection; included most required components. 21 to 30 points	Outstanding reflection; included all required components. 31 to 40 points
Annotated Bibliography of all books/ materials used for writing this assignment Assignment 7	No annotated bibliography included.	Annotated bibliography provided that included a few or several sources (3 or 4); not APA format.	Nice annotated bibliography (5 or 6) with some depth. Appropriate APA format for most part.	Extensive (8 or more) entries on annotated bibliography; articulated all entries and justified their uses for the content area lessons.

	Zero points	1 to 10 points	11 to 20 points	21 to 30 points
Conventions	Numerous errors in conventions and mechanics of writing. 0 to 20 points	Several errors in conventions and mechanics of writing that interfered with reader's understanding. 21 to 30 points	A few errors in conventions and mechanics of writing that do not interfere with reader's understanding. 31 to 40 points	Few, if any, errors in conventions and mechanics of writing that do not interfere with reader's understanding. 41 to 50 points
Overall Performance in Field Experience	Failed to complete or to provide field experience materials to Instructor. Zero points	Completed only portions of field experience with questionable success, submitted some required documents for field experience. 1 to 10 points	Completed field experience, but struggled throughout; submitted required documents for field experience. 11 to 20 points	Successful and outstanding completion of all required field experience components; submitted all required documents for field experience on time. 21 to 30 points

Field Experience/Critical Performance – TOTAL VALUE 415 points

Note: Failure to submit a final draft of your critical performance to the Electronic Portfolio AND your KFETS observation hours will result in an incomplete for the course.

Content-Area Reading Strategies (CARS) Activities

Scoring Rubric

APA citation of Article read for strategy practice (5 points possible)	APA citation is provided at the top of the CARS submission and is in correct 6 th edition 5 points			APA citation is not provided OR the citation is not in correct 6 th edition formatting. 0 points
Evidence of completed practice submitted (5 points possible)	Student provides evidence through either a Microsoft Word document or a scanned copy of a handwritten document demonstrating effective implementation of the strategy. 5 points			Student does not provide evidence of effective implementation of the given strategy 0 points
Strategy Reflection (5 points possible)	Student writes a 2-3 paragraph thoughtful reflection on the given strategy, its effectiveness, and the implications of the usage of that strategy in the content-area classroom. Reflection provides specific examples to support assertions. 5 points	Student writes 1-2 paragraph reflection on the given strategy, its effectiveness, and/or the implications of the usage of the strategy in the content-area classroom. Reflection may or may not provide specific details. 4 points	Student writes 1 paragraph or less on the given strategy, the effectiveness of the strategy or the implications of the usage of the strategy in the content area classroom. Reflection does not include specific examples. 3 points	Reflection not included. 0 points
Peer Response	Student responds to the DB posts of at least 3 peers.	Student responds to the DB posts of at least 2	Student responds to the DB posts of at least 1 peers.	Student does not respond to any peers on the

<p>(5 points possible)</p>	<p>Responses should include discussion of the implementation of the strategy, information learned from the article, the effectiveness of the strategy and/or the implications for usage in the content area reading classroom.</p> <p>5 points.</p>	<p>peers. Responses could include discussion of the implementation of the strategy, information learned from the article, the effectiveness of the strategy and/or the implications for usage in the content area reading classroom.</p> <p>4 points</p>	<p>Responses may or may not include discussion of the implementation of the strategy, information learned from the article, the effectiveness of the strategy and/or the implications for usage in the content area reading classroom.</p> <p>3 points</p>	<p>discussion board OR the provided responses are not thoughtful and do not reflect the prompts in the higher scoring categories of this rubric.</p> <p>0 points</p>
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