LTCY 421 – Content-Area Reading in the Middle and Secondary Grades **Spring 2017 Syllabus**	
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Class Location: Online	
Instructor's Office Hours: Online, by phone, and in person by appointment	

*Note: This document and other class related materials are available at
https://blackboard.wku.edu.

Course Description:

Principles, psychology, and methodologies for teaching both the general and specialized reading skills in the secondary grades - This course is required for secondary English. (SEE NOTE)

(NOTE: This course description above is out-of-date, but it is the one I must list for this semester until it can be changed through the proper processes at WKU. The 16 KAR 5:060 requires that all KY middle and high school teacher candidates admitted to a teacher education program after August 1, 2016 successfully complete a literacy course; LTCY 421 is that EPSB-approved literacy course at WKU. Here's the link to that requirement: http://www.lrc.state.ky.us/kar/016/005/060.htm)

Prerequisites:

EDU 250, MGE 275, AGED 250, or AMS 330 with a grade of C or higher and admission to Teacher Education

Major Course Topics (as they pertain to literacy):

Adolescent Brain	Engagement and Motivation Metacognition Critical Thinking
Assessment	Student Reading Levels Text Readability Levels Respected Assessments in Literacy
Content-Area Literacy	Strategies for Managing Texts Comprehension Strategies
Discipline-Specific Literacy	Primary Documents Reading and Writing Like A…
Diversity	Cultural English Language Learners Students with Disabilities Students that Need Challenging Texts
Importance of Being Literate	Literate, Illiterate, Aliterate

	Future Challenges in Global Society
Literacy Development	Framework of Literacy Development
Response to Intervention	Secondary RTI Tiers 1, 2, 3
Technology	E-textbooks Reading on the Internet Digital Natives
Theoretical frameworks	For Literacy Instruction
Vocabulary	Best Practices Choosing Which Words to Teach Morphology
Writing	Argument from Evidence Writing Like A…

Learning Outcomes:

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

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; and develop a concept of reading /study skills and strategies for instruction

2. Designs/plans instruction
Objective: Plan reading experiences that challenge, motivate, and actively involve the reader

3. Creates/maintains learning climates
Objective: Exhibit enthusiasm for the learning and teaching of reading, writing, speaking and listening

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

5. Assesses and communicates learning results
Objective: Develop a concept of assessment appropriate for various assessments

6. Demonstrates the implementation of technology
Objectives: Develop a concept of ways to integrate literacy, technology, and content learning in a meaningful way.

7. Reflects/evaluates teaching and learning
Objective: Reflect on the various instructional strategies in secondary schools and the relevance in their own content areas; engage in self-reflection and evaluation of teaching experiences.

8. Collaborates with colleagues/parents/others
Objective: Develop a concept of reading as a common denominator of learning and develop strategies for reading across the content areas to enhance content area learning.

Textbooks and Required Materials:

Assigned readings are provided by instructor on Blackboard. Readings are selected from professional refereed journals including:

Harvard Educational Review	*International Journal of Academic Research*
Journal of Adolescent & Adult Literacy	*Journal of Teacher Education*
Learning Disabilities Research & Practice	*The Reading Teacher*
Theory Into Practice	*Voices from the Middle*

Description of Course Assignments:

1. *Assignment 1:* As the semester begins, the teacher candidate will write and submit a cultural and literacy autobiography to establish baseline data in both the teacher candidate's awareness of himself as a cultural and literate being and the teacher candidate's ability to express himself in standard English using APA format.
2. *Assignment 2:* Throughout the semester, as the teacher candidate reads the assigned texts concerning adolescent literacy, he will write argument papers, supporting his argument with evidence from the texts.
3. *Assignment 3:* There will be online discussions around literacy instruction in which the teacher candidate will be expected to participate.
4. *Assignment 4*: The teacher candidate will develop lesson plans that address both content and literacy standards, tutor an adolescent in literacy in the teacher candidate's discipline, reflect on that work, and present that work in a written case study at the end of the semester.
5. *Assignment 5:* A final operational stance paper allows the teacher candidate to process all of the semester's learning, creating a paper that he can consult as a guide to the literacy instruction and support he will provide to students in his own classroom when he is an in-service teacher.

Course Grading and Evaluation:

Assignment Name	Point Value	DUE DATES
Cultural and Literacy Autobiography	50 points	January 30
Argument and Evidence Papers (Six papers at 25 points each)	150 points	February 13 February 20 March 6 March 13

		April 3
		April 24
Discussion Boards (Four discussions at 10 points each)	40 points	February 6 February 27 March 20 April 10
Operational Stance Concerning Content-Area and Discipline-Specific Literacies	100 points	May 8
Case Study	415 points	May 3
TOTAL POSSIBLE	755 POINTS	

The following represents the grade equivalent for accumulated points:

A =   702-755   (93-100%)
B =   642-701   (85-92%)
C =   581-641   (77-84%)
D =   529-580   (70-76%)
F =   <528   (<69%)

The Activity and Assignment Alignment Tables on the next page shows the connection between course objectives and course activities and/or assignments. DUE DATES for all assignments are provided in above table.

Attendance and Participation Policy:

While physical attendance in an online course is not expected, attending to the assignments and readings in an online course is. Students are expected to maintain a regular presence in the Blackboard course site. Participation in online discussion boards is required.

Student Disability Services:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity:

We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each

with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism:

To represent written work 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. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION
(EPSB Program Level Requirements)

Course Required P-12 Classroom Observation or Clinical Experiences:

Total Number of Hours: Fifteen (15)	
EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 3(3)	
(a) Engagement with diverse populations of students which include:	
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	
2. English language learners;	
3. Students with disabilities; and	
4. Students from the following grade levels:	
• Elementary	
• Middle School	X
• Secondary	X
(b) Observation in schools and related agencies, including:	
1. Family Resource Centers; or 2. Youth Service Centers	
(c) Student tutoring	X
(d) Interaction with families of students;	
(e) Attendance at school board and school-based council meetings;	
(f) Participation in a school-based professional learning community; and	
(g) Opportunities to assist teachers or other school professionals.	X

Course Assignments and Experiences Related to:

• **Requirements for Kentucky Academic Standards-Based Instruction**

Every teacher candidate must be fluent in the Kentucky Academic Standards (KAS) for his content area and for literacy, must be able to deconstruct the standards into learning targets, and must be able to create formative assessments.

Course Assignment and Due Date	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
Case Study DUE Wednesday, May 3, 2017	For each of six lesson plans created by the teacher candidate as a part of the case study, the teacher candidate is required to: • Identify and list KAS for content and literacy • Write objectives for KAS-based learning targets • Describe the planned and implemented KAS-based instruction • Describe the KAS-based formative assessments

- **The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction**

Course Assignment and Due Date	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
N/A	• N/A

- **Candidates Using the KAS framework in Lesson Planning**

Course Assignment and Due Date	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
Case Study DUE Wednesday, May 3, 2017	• Six (6) lesson plans in Case Study follow modified KTIP (lesson plan format included below this chart)

LTCY 421 LESSON PLAN TEMPLATE

WKU Student's Name:
Tutored Student's Name or Description of Student(s):
Standard(s):   What **literacy standard(s)** are you working toward with the student in this lesson?   What **content standard(s)** are you working toward with the student in this lesson?   Learning Outcomes:
Contextual Factors Addressing Student Diversity: Describe the known/identified needs of your student: (i.e. Does the student have an IEP? Is the student's first language English? Is the student economically disadvantaged?) Why are you doing this work with this student? Assessment data that led to this? Teacher input?
Essential Questions: What "big" questions will generate discussion about the topic under study? What questions will be asked to help the student focus on important aspects of the content topic and the literacy

goal?
Instructional Strategies and Activities: What instructional practices, strategies, and activities will be used in the lesson?

Literacy Instructional Materials and Resources:
1. Will you be supporting students in content literacy, disciplinary literacy, or both? Explain your answer.
2. Text(s) included in this lesson (complete A. – C. for each text):
    A. Name of text
    B. Readability of text
    C. Scaffolding needed? Why or why not? Describe necessary scaffolding.

New Literacies: How will the use of new literacies support student learning? How will technology and media extend and enhance the lesson?
Assessment: What assessment tool will be needed to evaluate student learning? Will students engage in self-assessment? Writing as Assessment: (Complete a separate A. -E. for each writing task in this lesson.) A. Title/Description of writing task B. Purpose/Focus of writing task C. Audience for this writing task D. Time allowed for this writing task E. Text(s) from which students will gather evidence for this writing task F. Scaffolding provided for this writing task G. Feedback that students will receive from this writing task

- **Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework**

Course Assignment and Due Date	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
Case Study DUE Wednesday, May 3, 2017	As a part of the lesson plans created by the teacher candidate as a part of the case study, the teacher candidate is required to: • Include assessment that drives instruction • Include assessment that evaluates instruction and student learning

Course Assignment Serving as Education Preparation Program "Key Assessments":

The Operational Stance Concerning Content-Area and Discipline-Specific Literacies (worth 100 points) is one of the culminating assessments in LTCY 421 and serves as the CAEP Assessment of Literacy Outcomes for secondary teacher candidates. The statement of the teacher candidate's personal stance concerning literacy's role in his content-area classroom instruction is a reflective piece that summarizes his core beliefs about the purpose, process, nature, and ideals of literacy instruction in his content-area classroom. All beliefs must be supported with evidence from the teacher candidate's experiences (no more than 20%) and class readings (80% or more) throughout the semester. Since the statement of personal stance also serves as a writing sample

of the teacher candidate's own literacy skills, it must demonstrate mastery of spelling, grammar and other rules of written English.

Key Assessment Areas	
Assessment #1: Content Assessment	
Assessment #2: Other Assessment of Content Knowledge	
Assessment #3: Assessment of Professional Capabilities	
Assessment #4: Clinical Experiences Measure of Teaching Proficiency	
Assessment #5: Measure of Candidate Assessment Proficiencies	
Assessment #6: Candidate ability to diagnose and prescribe for personalized Student Learning	
Assessment #7: Application of Content Knowledge and Pedagogical Skills (Instructional Practice)	
Assessment #8: Assessment of Literacy Outcomes	X
Assessment #9: Dispositions	

Course Experiences and Assessments Addressing Learned Society (SPA) Standards:

International Literacy Association Standard # and Description	Course Experiences and Assessments
1. Foundational Knowledge: Middle and high school content classroom teacher candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.	Argument and evidence papers, discussion boards, and the operational stance paper allow teacher candidates to read the research, argue their understanding based on the evidence, and formulate the semester of learning into a final reflective paper. Understanding is also measured by the final case study.
2. Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.	The case study allows teacher candidates to support student learning in reading and writing as lesson plans are created and taught by the teacher candidate.
3. Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.	Teacher candidates are introduced to a variety of assessment tools and practices in course instruction and assigned readings; tools are included in the lesson plans in the case study.
4. Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.	The lesson plans in the case study assignment require that the teacher candidate is aware, understands, respects, and values the differences of the student(s) tutored. In the introductory cultural and literacy autobiography, the teacher candidate is asked to explain his cultural experiences and his

	views concerning those that are different from him. Assigned readings in the course address diversity; articles that provide the teacher candidate with knowledge concerning the needs of diverse learners address differences including English Language Learners, students with disabilities, and students of various races.