

**LTCY 510 Methods of Teaching Literacy to Adolescents
Fall 2022 Syllabus**

Instructor	Office	Phone	Email
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Bowling Green, KY 42101-1030

Prerequisite: Admission to an initial certification program in the School of Teacher Education

Required Texts: None

Assigned readings are provided by the 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*

Primary Course Website: Blackboard (asynchronous)

Graduate Catalog Description:

Theoretical foundation and current best practices for literacy instruction. Emphasis on literacy lesson and unit planning. Field experiences are required; students are responsible for own transportation.

Course Objectives/Student Learning Outcomes (SLOs):

Students will be able to:

1. Express fluency in the Kentucky Department of Education Interdisciplinary Literacy Practices
2. Demonstrate an understanding of reading comprehension and strategies for literacy instruction
 - Understand literacy skills and the strategies for instruction and practice
 - Understand discipline-specific literacy skills and the strategies for instruction and practice
 - Understand vocabulary and the strategies for its instruction
3. Design and implement reading and writing experiences that challenge, motivate, and actively involve the learner
 - Include literacy assignments in required lesson plans (as appropriate) from textbooks
 - Include literacy assignments in required lesson plans from primary documents and literature
4. Express a personal and professional enthusiasm for the learning and teaching of literacy
 - View self as a reader, writer, speaker, and listener
 - Recognize literacy as a common denominator of learning
 - Value what reading, writing, speaking and listening skills offer students in their present lives and in their futures
5. Identify underserved students and appropriate strategies to teach to various literacy needs at the

secondary level

- Develop multiple teaching strategies to facilitate content-area literacy
- Understand how to secure and interpret students' reading levels
- Understand how to secure and interpret the readability levels/text complexity of written documents and on-line texts

6. Reflect on teaching and learning

- Reflect on the various instructional strategies and literacy strategies used in secondary schools and their relevance and effectiveness in discipline-specific areas
- Engage in self-reflection and evaluation of literacy in teaching experiences
- Develop a professional operational stance regarding literacy

Course Content Outline:

Students will be evaluated based on their performance in completing assignments addressing the Kentucky Department of Education's Interdisciplinary Literacy Practices, practices that include learning concerning content topics such as the following:

Kentucky Department of Education Interdisciplinary Literacy Practices

LITERACY PRACTICE FOR P-12	RELATED TOPICS
1. Recognize that text is anything that communicates a message.	podcasts, TED talks, videos, photographs, memes, paintings, music, posters, etc. student reading levels text readability levels
2. Employ, develop and refine schema to understand and create text.	background knowledge pre-reading activities the adolescent brain
3. View literary experiences as transactional, interdisciplinary, and transformational.	engagement and motivation metacognition motivation theories
4. Utilize receptive and expressive language arts to better understand self, others and the world.	“reading like a... [historian, consumer, etc.]” “writing like a... [scientist, mathematician, etc.]” reading theories writing theories
5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	reading as both a science and an art Adolescent Reading Theoretical Model (Deshler & Hock, 2006) strategies for managing texts comprehension strategies diversity in readers: <ul style="list-style-type: none">• English Language Learners• students with disabilities including those with dyslexia• students that struggle with texts• students that need challenging texts Response to Intervention: <ul style="list-style-type: none">• Tier 1• Tier 2• Tier 3 literacy assessments
6. Collaborate with others to create meaning.	literacy circles Socratic circles
7. Utilize digital resources to learn and share with others.	onscreen reading e-textbooks

	reading on the Internet digital natives: <ul style="list-style-type: none"> • digital orphans • digital exiles • digital heirs
8. Engage in specialized, discipline-specific literacy practices.	best practices in vocabulary, morphology choosing which words to teach reading and writing like those in the field primary documents
9. Apply high-level cognitive processes to think deeply and critically about text.	critical thinking close reading deep reading brain
10. Develop a literacy identity that promotes lifelong learning.	importance of being literate: <ul style="list-style-type: none"> • literate • illiterate • aliterate

Course Assignments, Projects, and Evaluation:

Major Course Experiences	Course Objectives/ Student Learning Outcomes	SPA Standard(s):	KY Teacher Performance Standards
Assignment 1: As the semester begins, the teacher candidate will write and submit a literacy autobiography to establish baseline data in both the teacher candidate's awareness of himself as a literate, cultural being and the teacher candidate's ability to express himself in standard English using APA format.	SLOs 4 and 6	Standard 6	Standards 1, 2, and 9
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.	SLOs 1-6	Standards 1, 3, 4, 5	Standards 1-8
Assignment 3: There will be additional assignments concerning literacy and the instruction of literacy in which the teacher candidate will be expected to participate.	SLOs 1-6	Standards 1, 3, 4, 5	Standards 1-8
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.	SLOs 1-6	Standards 2, 3, 4, 5	Standards 1-8
Assignment 5: A final operational stance paper allows the teacher candidate to process all the semester's learning, creating a paper that he can consult as a guide to the	SLOs 1-6	Standards 1, 2, 3, 4, 5	Standards 1-8

literacy instruction and support he will provide to students in his own classroom when he is an in-service teacher.			
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Standards addressed in this course:

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

International Literacy Association Standard # and Description	Course Experiences and Assessments
1. Foundational Knowledge: Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of adolescent literacy and language development and the ways in which they interrelate.	Evidence and argument 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 apply foundational knowledge to critically examine, select, and evaluate curriculum and design; implement adapt, and evaluate instruction to meet the discipline-specific literacy needs of middle and high school learners.	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 understand, select, and use appropriate assessments to gather evidence on middle and high school students' content knowledge and literacy processes within a discipline for instructional and accountability practices.	Teacher candidates are introduced to a variety of assessment tools and practices in course instruction and assigned readings; assessments are included in the lesson plans in the case study.
4. Diversity and Equity: Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.	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 reading autobiography, the teacher candidate is asked to explain his reading and cultural experiences. Assigned readings in the course address diversity; articles that provide the teacher candidate with knowledge concerning the needs of diverse learners address differences for students including English Language Learners, students with disabilities, and students of various races.
5. Learners and the Literacy Environment: Candidates apply knowledge of learner development and learning differences to create a learning environment anchored in digital and print literacies.	The coursework in LTCY 510 will equip teacher candidates for this work in their future classrooms. The case study will allow a teacher candidate to create a temporary learning environment involving both print and digital literacies. In addition, both print and digital literacies will be addressed in the course work.
6. Professional Learning and Leadership: Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice and enhance students' literacy learning; advocate for students and their families to enhance students' literacy learning.	In the first written assignment, the teacher candidate will be asked to identify the aspects of his own culture. The reflection process will be examined and followed as well. Teacher candidates will also be introduced to the ideas of diversity and equity, ideas that will encourage them to advocate for students' literacy learning.

KTPS with INTASC Details/Indicators -- Core Curriculum Alignment	Alignment: Assignments/Assessments
Standard 1. Learner Development: The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	<p>The teacher candidate will begin the semester by examining his own culture and literacy background and organizing those reflections in a short formal paper. There will be learning tasks addressing student diversity, needs that arise from that diversity, and literacy instruction to address diversity. The teacher candidate will also create lesson plans and teach those lessons to a student or group of students.</p>
Standard 2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<p>The teacher candidate will begin the semester by examining his own culture and literacy background and organizing those reflections in a short formal paper; this will serve to activate his thinking around culture. As the teacher candidate develops lessons and delivers instruction to either one student or a group of students (case study assignment), he will make an initial attempt to create an inclusive learning environment that attempts to enable each learner to meet high standards. There will be learning tasks addressing student diversity, needs that arise from that diversity, and literacy instruction to address diversity.</p>
Standard 3. Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.	<p>The combination of written papers, learning tasks, the case study, and the final operational stance will allow the teacher candidate to learn to and plan for effective learning environments. The case study will allow the teacher candidate to establish a learning environment.</p>
Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	<p>The combination of written papers, learning tasks, the case study, and the final operational stance will allow the teacher candidate to apply their gained knowledge concerning literacy development and instruction to the instruction in their discipline.</p>
Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	<p>The combination of written papers, learning tasks, the case study, and the final operational stance will allow the teacher candidate to develop and apply engagement strategies that they will use to lead their students into learning that includes critical thinking, creativity, and collaborative problem solving.</p>
Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.	<p>The combination of written papers, learning tasks, the case study, and the final operational stance will allow the teacher candidate to grow in his understanding concerning assessment in general and literacy assessment in particular.</p>
Standard 7. Planning for Instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	<p>The combination of written papers, learning tasks, the case study, and the final operational stance will allow the teacher candidate to develop instructional plans that lead students into valuable learning opportunities.</p>

Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	The combination of written papers, learning tasks, the case study, and the final operational stance will allow the teacher candidate to come to understand and use a variety of instructional strategies.
Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	The teacher candidate will begin the semester by examining his own culture and literacy background and organizing those reflections in a short formal paper; this will serve to activate his thinking around culture, thinking that will serve him well as he makes future choices and takes future actions.
Standard 10. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and advance the profession.	As the teacher candidate plans instruction for the case study assignment, he may collaborate with the learner(s), their families, and other school professionals to attempt to ensure learner growth. Standard 10 will more likely be addressed once the teacher candidate is in a professional teaching role.

Course Evaluation: (based on accumulated points)

Reading and Cultural Autobiography (25 points)	25
Evidence and Argument Papers (three papers at 25 points each)	75
Additional Learning Tasks (seven learning tasks at 10 points each)	70
Case Study (100 points) ☒Clinical; hours = 40	100
Operational Stance Concerning the KDE Interdisciplinary Literacy Practices (50 points)	50
TOTAL POINTS	320

Grading Scale		
Grade	Percent	Points
A	93-100%	297-320
B	85-92%	272-296
C	77-84%	246-271
D	70-76%	221-245
F	≤69%	220 or fewer

See Course Calendar in separate document for due dates; all assignments are due by midnight of the due date.

Class Time Management:

Management of your personal class time is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. See course calendar for more information concerning assignments and due dates.

Regular and Substantive Interaction:

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage.

In this course, regular and substantive interaction will take place in the following ways:

- Weekly teaching and assignments will be posted; most assignments will include a video from the professor

- Discussion boards may be incorporated as the professor sees fit
- Timely and detailed feedback on assignments provided within one week of submission.

More information is available at: <https://www.wku.edu/citl/rsi.php>

Emails to Instructor:

I prefer to be addressed as Dr. Smith in all communication with students. I check email regularly and usually answer student emails promptly. Emails that arrive in my inbox after 8:00 p.m. may not be read until the following morning. I prefer not to communicate on Sundays unless there is an emergency. Please do not send completed assignments to me via email unless I specifically request that you do so. Instead, send an email telling me what has happened (submitted the wrong draft in Blackboard, etc.), and I will direct you from there.

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. Students who commit plagiarism or any other act of academic dishonesty may receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

Writing Center Assistance:

The Writing Center on the Bowling Green campus will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 10-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. WKU students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to writingcenter@wku.edu.

The WKU START Centers will be offering writing tutoring sessions via Zoom as well as in person in their Glasgow and Elizabethtown locations. More information on how to make appointments and what to expect from your appointment will continue to be posted at <https://www.wku.edu/startcenter/>.

Statement of Diversity:

Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities

To that end, this online course is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated. More information is available at <https://www.wku.edu/titleix/>

Sexual Misconduct/Assault Policy:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

COVID Policy: (including even though this is an online course)

All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill