CAMPBELLSVILLE UNIVERSITY
SCHOOL OF EDUCATION
COURSE SYLLABUS
Spring 2019
ED 359 Content Literacy
3 Credit Hours

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THEME: "EMPOWERMENT FOR LEARNING"
Content, process and self-efficacy
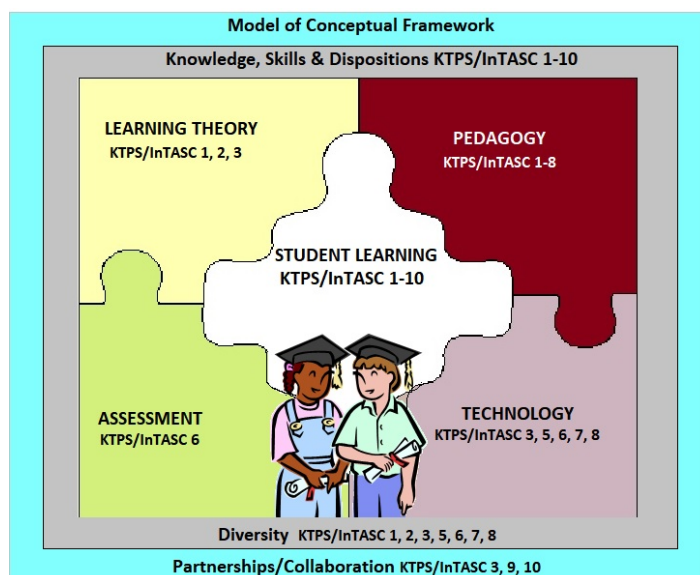
MISSION: Campbellsville University's School of Education, in keeping with the spirit of Campbellsville University, seeks to prepare teachers by providing an academic infrastructure based on scholarship, service, and Christian leadership. The primary aim of the program is to advance scholars who are competent and caring educators committed to life-long learning in a diverse society.

I. Catalog Course Description:

This course supports teachers in their goals to help students become competent readers and writers of informational text in varied formats. Teachers learn a variety of methods and strategies for teaching and learning content through reading and writing. Teachers will learn to help students read informational texts critically and evaluate their value and relevance. The scope of this course aims to prepare teachers to assume the role of peer leaders in content area literacy instruction.

II. Required Texts:

Main Text:
Vacca.R. T., Vacca. J.A. and Mraz, M. (2017). Content Area Reading: Literacy and Learning Across the Curriculum, 12th Ed. Indianapolis: Pearson

Supplementary, required texts:
Allen, J. (2004). Tools for Teaching Content Literacy. Stenhouse Publishers.

III. Objectives:

Teachers in this course will be able to
A. Utilize foundational knowledge (theory and evidence based foundation) of reading and writing processes and instruction to plan instruction.
B. Incorporate instructional approaches, materials and an integrated, comprehensive, balanced curriculum, balanced curriculum to support student learning in reading and writing of informational text;
C. Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction for informational text.
D. Develop awareness, understanding, respect and a valuing of differences in our society, apply that to reading and writing in the content area.
E. Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials and the appropriate use of assessments.
F. Recognize the importance of, demonstrate and facilitate professional learning and leadership as a career-long effort and responsibility, as applied to reading and writing in the content areas.

IV. Topics: (not necessarily in this order; also not limited to this list)
A. Why Literacy Matters
B. The New Literacies
C. Culturally Responsive Teaching in Diverse Classrooms
D. Assessing Students and Texts
E. Planning Instruction for Content Literacy
F. Activating Prior Knowledge and Interest
G. Guiding Reading Comprehension
H. Developing Vocabulary and Concepts
I. Writing Across the Curriculum
J. Studying Text
K. Learning with Multiple Texts
L. Supporting Effective Teaching with Professional Development

V. Course Assignments:
1. **Attendance:**
   Students are expected to
   - Attend all classes; notify the professor in advance if there is an expected absence; submit any work due on date absent.
   - Arrive for class punctually.
   - The class will adhere to the CU/School of education attendance policy.
   - Technology use during class is only acceptable for specific class projects.
   - Cell phones should be off and out of sight except for specific activities.
   - Laptops/iPads should not out or used except for those activities.

2. **Participation (25 pts.)**
   - **Contributions:** Attend classes prepared to actively contribute to the discussion about the readings.
   - **Assigned textbooks and readings**: Students are expected to secure the required textbooks for the class and study them as assigned in order to complete assignments and participate in class activities.
   - **Discussion Forums:** There will be periodic discussion forum topics posted to Moodle and students will be expected to post responses by Friday midnight and to at least one classmate by Sunday midnight.
   - **In the event of inclement weather, the class may meet as scheduled via Moodle chat (if electricity and Internet are available).**

3. **Exams (200 pts.) Objective A-F**
   - There will be four 50 point exams focused on the main text and the other two supplementary texts.

4. **Introductory Activity-Week 1 (25 pts)** Objective D
   - Creatively share a brief bio, photo and PPT of yourself, including family, interests and hobbies.
   - Include an overview of significant memories learning to read and write.

5. **PLAN Concept Map and Reading Notes (25 pts.)** Objective B
   - Create a concept map prior to reading chapters 3 or 4.
   - Take reading notes during reading chapter 3 & 4 based on the steps of the PLAN Reading Strategy.

6. **Textmasters Activity Group Project (25 pts.)** Objective B
   - Meet as TextMasters groups during the week three synchronous class session to discuss the chapter assigned with each member assuming one of the TextMaster roles.
   - Plan a project that demonstrates their learning of the major concepts in the specific chapter.
   - Present projects beginning week 5 class session.
   - Self-assess participation in the process/group.

7. **Resource Files (25 pts.)** Objectives B, D, E
   Electronically, collect the following related to your content area:
   - **National and State Standards** for your content area including literacy standards.
   - **Class Library:** develop a class library--list titles of resources available to you, including a variety of print, digital and online resources plus periodicals, photographs archives;
   - **PERSPECTIVE:** Examine some textbooks and the Internet for your content area and respond to the question: "Who gets to tell the story of a people?"
     o Write a reflection on what you discovered.
     o Discuss how important it is to become sufficiently acquainted with your students' cultural backgrounds.
   - **ELLs:** Describe how schools in KY provide for students who are ELLs;

8. **Field Hours (50 pts.)** Objectives A, B, C, D, E, F
   - **Field/clinical hours for this class require engagement with students, not observations!!**
   - You will be assigned to a content area teacher and will
     o acquire at least 20 field/clinical hours
     o **ASSIST** the teacher through planning and teaching for at least 5 hours. Incorporate several strategies from the Allen text (20 pts.)
     o **TUTOR:** a struggling reader/s <u>in collaboration</u> with a reading specialist or reading interventionist (10 hours; 20 pts.)
     o **UNIT:** see below.
     o **PLC:** Attend at least one PLC meeting.
   - Write reflections based on your experiences; at least one page per hour present.
   - Submit reflections and a 2018-19 Field Experience Summary Form with appropriate signatures. Enter field hours into KFETS.
   - Half of the hours are due by mid-term.

9. **UNIT (100 pts.):** collaborate with the content teacher to plan and teach a one week unit that integrates several content area literacy strategies for reading and writing (5 hours; 50 pts.) The unit will integrate national and state standards for content and ELA standards. **Each lesson will include at least one reading/writing task.**

10. **Research and PPT on Two Professional Organizations (25 pts.)**
    - **CONTENT AREA PROFESSIONAL ORGANIZATION**: become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.) and ILA at **www.literacyworldwide.org.**
    - Prepare a 10 minute presentation on content literacy strategies that you found most useful and what you learned about your content professional organization.

VI. Grading Policies:

Total Points: **500Pts.**

Participation	25 pts.
Exams	200 pts.
Introduce Yourself Activity	25 pts.
PLAN Concept Map and Reading Notes	25 pts.
TextMasters Activity	25 pts.
Resource Files	25 pts.
Field Hours	50 pts.
Unit	100 pts.
Professional Organization Project	25 pts.

Grading Scale:

92% - 100% = A 460-500 pts.
82% – 91% = B 410-459 pts.
72% - 81% = C 360-409 pts.
65% – 71% = D 325-359 pts.
Below 65% = F

VII. Alignments

During this course, candidates will demonstrate their knowledge and understanding of the following principles, strategies and assessments related to six language arts and as applied to content literacy:

Key:
KTPS: KY Teacher Performance Standards/InTASC
KAS: KY Academic Standards for English Language Arts (In lessons/units)
ILA: International Literacy Association
CAEP: Council for the Accreditation of Educator Preparation
*Alignment to the national content standards occurs through instructional assignments, depending on major.

A. Course Assignments	ILA Content Literacy Standards	KTPS/ InTASC	CAEP Standards	CAEP Diversity/ Technology	Conceptual Framework: Theme Model*
1. Exams	1.1-1.3 2.1-2.3 3.2, 3.3 4.2 5.1, 6.2	2.a-2.f 4.1-4.i 5.a-5.h	CAEP 1.1-1.5	Yes, both	**Theme**: Content Process **Model:** 1, 2, 3, 6, 8
2. UNIT, PLAN Concept Map & Text Master Project	1.1-1.3 2.1-2.3 3.2, 3.3 4.2 5.1, 6.2	5.a-5.h 6a-6i 7a-7f 8a-8i	CAEP 1.3-1.5	Yes, both	**Theme**: Content Process Self-Efficacy **Model:** 1, 2, 3, 5, 6, 8

3.	Resource Files	2.1-2.3 3.1-3.4	2.a-2.f 4.1-4.i 5.a-5.h 6a-6i 7a-7f 8a-8i	CAEP 1.1-1.5	Yes, both	**Theme**: Content Process Self-Efficacy **Model:** 1, 2, 3, 4, 5, 6, 8
4.	Field Hours: Co-teaching, Unit, Tutoring	1.1-1.3 2.1-2.3 3.2, 3.3 4.2 5.1, 6.2	1a-1c 2.a-2.f 4.1-4.i 5.a-5.h 6a-6i 7a-7f 8a-8i	CAEP 1.1-1.5, 2.1-2.3.	Yes, both	**Theme**: Content Process Self-Efficacy Model: 1, 2, 3, 4, 5, 6, 8
5.	Prof. Org Project	6.2, 6.3	KTPS/ InTASC 9, 10	CAEP 1.2	Yes, both	**Theme**: Content Process Self-Efficacy **Model**: 1, 3, 4, 6, 7, 8

* Model: **1**-Student Learning; **2**-Learning Theory; **3**-Pedagogy; **4**-Technology; **5**-Assessment; **6**-Diversity; **7**-Partnerships/Learning Community; **8**-Knowledge, Skills, Dispositions

B. STANDARDS KEY

International Literacy Standards (ILA)

1-Foundational Knowledge; 2-Curriculum & Instruction; 3-Assessment & Evaluation;
4-Diversity; 5-Literate Environment; 6-Professional Learning and Leadership

KY Teacher Performance Standards/Interstate Teacher Assessment and Support Consortium (KTPS/InTASC)

     1 Learner Development
     2 Learner Differences
     3 Learning Environments
     4 Content Knowledge
     5 Application of Content
     6 Assessment
     7 Planning for Instruction
     8 Instructional Strategies
     9 Professional Learning and Ethical Practice
     10 Leadership and Collaboration

Council for Accreditation of Educator Programs (CAEP)

     Standard 1 Content and Pedagogical Knowledge
     Standard 2 Clinical Partnerships and Practice
     Standard 4 Program Impact
     Standard 5 Provider Quality Assurance and Continuous Improvement

C. KTPS/InTASC Diversity Indicators		Course Assignments
1B	The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.	1, 2, 4, 5
IG	The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.	2, 4, 5
2H	The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.	2, 4, 5
2N	The teacher makes learners feel valued and helps them to learn to value each other.	2, 4, 5
3F	The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	2, 4, 5
4M	The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.	2, 4
6G	The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	2, 3, 4
7B	The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.	3
9H	The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.	2
10Q	The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.	1-5

VIII. Disabilities

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services

IX. Academic Integrity

Campbellsville University's policy on Academic Integrity states: "Each person has the privilege and responsibility to develop one's learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to others' contributions to one's course work. These values can be violated by academic dishonesty and fraud." (2017-19 Bulletin Catalog).

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else's paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.
If a student commits plagiarism or cheats in this course, the professor will decide on one of the two penalties: (a) an F on that assignment or (b) an F in the course. The student's Dean and the Vice-President for Academic Affairs will be notified of either consequence.

X. Communication Methods
- Communication during and outside of class will be primarily face to face and through Moodle
- When communicating with your professor in **email,** remember to include your name. Please use your CU email and check your university email daily.
- All assignments must be posted to the course site on Moodle.

XI. Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016; Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

XII. Student Academic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

XIII. Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the School of Education mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University's

educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be become familiar with and commit to the Codes of Ethics for Professional Educators which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc. that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a "Disposition Recommendation" form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student's School of Education file.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

XIV. Late Assignments

All assignments are **due by due dates in the course calendar**. Deductions occur for each day late. Assignments more than seven days late will receive a 0 and cannot be made up, except in extenuating circumstances. A final grade will not be assigned without completion of the required field/clinical hours.

XV. Textbooks

Students are expected to secure the required textbooks for the class and study them as assigned in order to complete assignments and participate in class activities.

XVI. Incomplete Policy

Only for extenuating circumstances is an incomplete grade possible for this course. Extenuating circumstances include severe illness and/or death in the family. The faculty member will designate the specific requirements of the incomplete upon request by the student and documentation of extenuating circumstances.

XVII. References

Affinito, S. (2018). Literacy coaching: Transforming teaching and learning with digital tools and technology. New Hampshire: Heinemann.

Applebee, A. N., Langer, J. A. & Genishi, C. (2013). Writing instruction that works: Proven methods for middle and high school classrooms. New York, N. Y.: Teachers College Press.

Buffum, A., Mattos, M., & Malone, J. (2017). Taking action: A handbook for RTI at work (How to implement response to intervention in your school). Bloomington, IND.: Solution Tree Press.

Connor, C. M., Kaya, S., Luck, M., Toste, J., Canto, A., Rice, D., Tani, N. & Underwood, P. (2010). Content area literacy: Individualizing student instruction in second –grade science. *The Reading Teacher*, 63 (6), 474-485.

Cunningham, P. M. (2009). Polysyllabi words and struggling adolescent readers: The morphemic link to meaning, reading and spelling. In K. D. Wood and W. E. Glanton (EDs.), Literacy instruction for adolescents: Research based practice, (pp. 307-327). New York, NY: Guilford Press.

Fisher, D., Brozo, W., Frey, N., & Ivey, G. (2011). 50 instructional routines to develop content literacy, 2nd ed. Columbus, OH: Pearson.

Fisher, D. & Frey, N. (2015). Improving adolescent literacy: Content area strategies at work, 4th ed. London, England: Columbus, OH: Pearson.

Flint, E. S., & Brozo, W. (2010). Content Literacy and the content classroom: A question of now, not when. *The Reading Teacher*, 63 (6), 526-528.

Ivey, G. (2010). Texts that matter. *Educational Leadership*, 67 (6), 18-23.

Juel, C., Hebard, H, Haubner, J. P., & Moran, M. (2010). Reading through disciplinary lens. *Educational Leadership*, 67 (6), 12-17.

Lane, H. B. & Arriaza-Allen, S. (2010). The vocabulary-rich classroom: Modeling sophisticated word use to promote word consciousness and vocabulary growth. *The Reading Teacher*, 63 (5), 362-271.

Li, N. (2016). Teaching ells across content areas: Issues and Strategies. Charlotte, N. C. : Information Age Publishing.

Olsen, J. K. & Mokhtari, K. (2010). Making science real. *Educational Leadership*, 67 (6), 56-62.
Raphael, T. E. & Au, K. H. (2005). QAR: Enhancing comprehension and test taking across grades and content areas. *The Reading Teacher*, 59, 206-221.

Rasinski, T. Rikli, A. & Johnston, S. (2009). Two essential ingredients: Phonics and fluency getting to know each other. The Reading Teacher, 62, 257-260.

Soares, L. b. & Wood, K. (2010). A critical literacy perspective for teaching and learning social studies. *The Reading Teacher*, 63 (6) 486-494.

Sprenga, M. (2014). Vocab rehab: How do I teach vocabulary effectively in limited time? Alexandria, VA: ASCD.

Spiro, R. J., Bruce, B. C. & Brewer. W. F. (2017). Theoretical issues in reading comprehension: Perspectives from cognitive psychology, linguistics, artificial intelligence and education. Psychology of Reading, 1st Ed., Vol. 11. New York, N.Y.: Routledge

Relevant Websites

www.kde.state.ky.us   Kentucky Department of Education
www.readingonline.org   International Literacy Association
www.cec.sped.org The Council for Exceptional Children
Additional research materials will be distributed for discussion.

ED 359
Content Literacy

This assignment is designed to increase foundational knowledge (ILA 1.1, ILA 1.3 & ILA 4.1) and introduce students to the PLAN content reading strategy.

PLAN Concept Map and Reading Notes Assignment: 25 points

* Create a concept map prior to reading chapters 3 or 4.
* Take reading notes during reading of the chapter based on the steps of the PLAN
   reading strategy.
* See rubric at the end of the PLAN information.

Resources:
- Background Information: http://mattcox30.weebly.com/plan-predict-locate-add-note.html
- Example: https://www.alcaweb.org/arch.php/resource/view/133063
- http://www.readingeducator.com/strategies/plan.htm

Predict/Locate/Add/Note (PLAN)

The Predict-Locate-Add-Note (PLAN) graphical organizer helps students summarize the content of a reading selection. This instrument incorporates a number of reading and learning strategies into a single note-taking tool.

Using the PLAN organizer students . . .

- **Predict** selection content based on prior knowledge and experiences.
- **Locate** familiar and unfamiliar words and concepts.
- **Add** new information to prior knowledge.
- **Note** how new information can be applied to everyday tasks.

Steps to Predict-Locate-Add-Note (PLAN):

1. Select a reading passage with a well-defined central concept and distribute copies to students.
2. Have students quickly scan the document and make predictions about its content from titles and key words.
3. Provide students with a graphical organizer (see below) and ask them to create a "map" of their predictions. The top of the map should contain a prediction of the overall content of the document. Each "arm" of the map should contain predictions about specific content items and "evidence" supporting these predictions (key words or phrases from the selection).
4. Have students place an identification mark (an asterisk or question mark) by any unfamilar or unknown information listed in their predictions. At this point, the "map" should clearly distinguish between known and unknown information.

5. Next, have students carefully read the selection and evaluate their predictions. Students should "adjust" their "map" to better reflect their close reading of the document. Special care should be taken to add new information learned while reading.
6. Finally, challenge the students to describe specific applications for this newly gathered information in "real world" tasks.
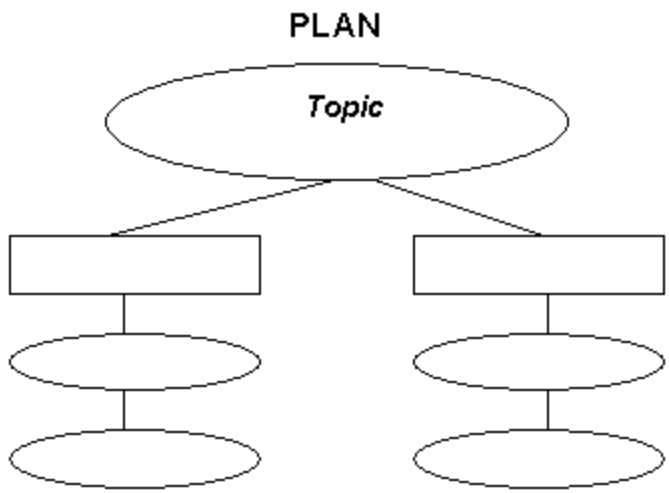
PLAN

Learn More:

- Caverly, D., Mandevelle T., & Nicholson, S. (November, 1995) "PLAN: A study -reading strategy forinformational text." *Journal of Adolescent & Adult Literacy*, 190-199.
- Lenski, Susan D., Wham, Mary Ann, & Johns, Jerry L. (1999). *Reading and learning strategies for middle and high school students*. Dubuque, IA: Kendall/Hunt.

ED 359
PLAN Rubric

PLAN Concept Map and Reading Notes Assignment: 25 points
- Create a concept map prior to reading chapter 4 on diversity.
- Take reading notes during reading of the chapter based on the steps of the PLAN reading strategy.
- See rubric at the end of the PLAN information.

Criteria	16-17	18-20	21-22	23-25
Predict: Select content based on prior knowledge and experiences. (ILA 1.1, 1.3, 4.1)	Quickly scan the chapter and make predictions about its content from headings and key words. Use a graphic organizer and create a "map" of your predictions. Your organizer should include at least two predictions for the chapter and	Quickly scan the chapter and make predictions about its content from headings and key words. Use a graphic organizer and create a "map" of your predictions. Your organizer should include at least three to four predictions for the chapter and address	Quickly scan the chapter and make predictions about its content from headings and key words. Use a graphic organizer and create a "map" of your predictions. Your organizer should include at least five to six predications for the chapter and address	Quickly scan the chapter and make predictions about its content from headings and key words. Use a graphic organizer and create a "map" of your predictions. You should have at least seven-eight predications for the chapter and address

	address at least one type of diversity	at least two types of diversity.	at least three types of diversity.	several dimensions of diversity. The top of the map should contain a prediction of the overall content of the document. Each "arm" of the map should contain predictions about specific content items and "evidence" supporting these predictions (key words or phrases from the selection).
Locate familiar and unfamiliar words and concepts. (ILA 1.1, 1.3, 4.1)	Use a ? to mark the unknown information words or concepts on your diagram.	Take your diagram and use a <u>L</u> to check the labels where you have a little understanding of each concept based on prior knowledge. Use a ? to mark the unknown information words or concepts on your diagram.	Take your diagram and use a <u>S</u> to check the labels where you have some understanding of each concept based on prior knowledge. Use a ? to mark the unknown information words or concepts on your diagram.	Take your diagram and use a ✓ to check the labels where you have thorough understanding of each concept based on prior knowledge. Use a ? to mark the unknown information words or concepts on your diagram.
Add new information to prior knowledge. (ILA 1.1, 1.3, 4.1)	Carefully read the chapter and evaluate your predictions. Adjust your map to better reflect your close reading of the chapter. Add new information learned while reading and make connections with the world. Identify new information added by highlighting it	Carefully read the chapter and evaluate your predictions. Adjust your map to better reflect your close reading of the chapter. Add new information learned while reading and make connections with the world. Identify new information added by highlighting it	Carefully read the chapter and evaluate your predictions. Adjust your map to better reflect your close reading of the chapter. Add new information learned while reading and make connections with the world. Identify new information added by highlighting it	Carefully read the chapter and evaluate your predictions. Adjust your map to better reflect your close reading of the chapter.. Add new information learned while reading and make connections with the world. Identify new information added by highlighting it
Note how new information can be applied to everyday tasks. (ILA 1.1, 1.3, 4.1)	Describe a specific application for this newly gathered information in "real world" tasks	Describe in a paragraph a several specific application for this newly gathered information in "real world" tasks	Describe in a paragraph a couple applications for this newly gathered information in "real world" tasks	Describe in a paragraph several specific applications for this newly gathered information in "real world" tasks.
Total	**25 pts.**			

Campbellsville University
School of Education

ED 359 Content Literacy
TextMasters Project/Rubric

General Instructions:
Students are placed in groups of four and given a schedule of the reading of the upcoming chapter. All students read the same Chapter but complete a role sheet to guide their perspective: Discussion Director, Summarizer, Vocabulary Enricher, and Webmaster. Each role was created with textbook structures and formatting in mind. Students meet together to share their roles. Meetings continue biweekly until the chapter is finished. Creative presentations serve as a review of the chapter content before groups are set up with a new reading schedule.

Criteria	1-2	3	4	5
Foundational Knowledge (ILA 1.1, 1.3,	No important content from the chapter is highlighted.	Little important content from the chapter is highlighted and communicated.	Some important content from the chapter is highlighted and communicated.	Important content from the chapter is highlighted and communicated.
Content/Creativity (ILA 1)	No creativity is evidence in the presentation of the chapter.	Little creativity is exhibited during the presentation.	Information is presented in a somewhat creative way.	Information is presented in a creative way.
Group Cohesion (ILA 6.2, 6.3)	Little evidence of group cohesion.	One or two group members dominated the presentation.	Some group members contributed to the presentation.	All group members contributed equally to the presentation
Contribution to class review	The presentation did not aid the class in reviewing the chapter.	The presentation w	The presentation somewhat aided in helping the class review the information in the chapter.	The presentation aided in helping the class review the information in the chapter.
All forms submitted	Either the role sheet or the self-assessment completed.	Role sheets and self-assessment completed with little information.	Role Sheets and self-assessment completed with some information.	Role Sheets Self-Assessment completed in detail.
Total	**16-17**	**18-20**	**21-22**	**23-25**

Campbellsville University
School of Education

ED 359 Content Literacy
Field Hours

General Instructions:

- You will be assigned to a content area teacher and will
    - acquire at least 20 field/clinical hours
    - **ASSIST:** with the teacher through planning and teaching (5 hours-20 pts.).Incorporate a minimum of five of the strategies in the Allen text.
    - **TUTOR:** a struggling reader/s <u>in collaboration</u> with a reading specialist or reading interventionist (10 hours; 20 pts.)
    - **Unit:** collaborate with the content teacher to plan and teach a one week unit that integrates several content area literacy strategies for reading and writing (5 hours; 50 pts.) The unit will integrate national and state standards for content and ELA standards and include at least one reading/writing task in each lesson. It will include the SOE unit and lesson plan guidelines and rubrics.
    - **PLC:** Attend at least one PLC meeting
- Write reflections based on your experiences.
- Submit reflections and a 2018-19 Field Experience Summary Form with appropriate signatures. Enter field hours into KFETS.

Criteria	33-35	36-40	41-45	46-50
ASSIST with a teacher in your content area (ILA 1-6)	Assist the content teacher with instruction two hours. Incorporate a minimum of two of the strategies in the Allen text. Attend at least one PLC meeting. Reflect on this process in an electronic journal entry for each hour.	Assist the content teacher with instruction three hours. Incorporate a minimum of three of the strategies in the Allen text. Attend at least one PLC meeting. Reflect on this process in an electronic journal entry for each hour.	Assist the content teacher with instruction four hours. Incorporate a minimum of four from the strategies in the Allen text. Attend at least one PLC meeting. Reflect on this process in an electronic journal entry for each hour.	Assist the content teacher with instruction at least five hours. Incorporate a minimum of five strategies from the Allen text. Attend at least one PLC meeting. Reflect on this process in an electronic journal entry for each hour.
TUTOR: a struggling reader/s <u>in collaboration</u> with a reading specialist or	Tutor a struggling reader/s <u>in collaboration</u> with a reading specialist or reading	Tutor a struggling reader/s <u>in collaboration</u> with a reading specialist or reading	Tutor a struggling reader/s <u>in collaboration</u> with a reading specialist or reading	Tutor a struggling reader/s <u>in collaboration</u> with a reading specialist or reading

reading interventionist (ILA 1-6)	interventionist at least ten hours. Document your work in your journal. Complete the Source of Evidence for Collaboration.	interventionist at least ten hours. Document your work in your journal with reports. Complete the Source of Evidence for Collaboration. .	interventionist at least ten hours. Document your work in your journal with reports for each hour. Complete the Source of Evidence for Collaboration.	interventionist at least ten hours. Document your work in your journal with detailed reports for each hour. Complete the Source of Evidence for Collaboration.
Unit **(ILA** 1.1, 1.3, 2.1-2.3, 3-1-3.5, 4-1-4.3, 5.1-5.4, 6.1-6.2**)**	Collaborate with the content teacher to plan and teach a 3 day unit that integrates content area literacy strategies for reading and writing (5 hours) The unit will integrate national and state standards for content and ELA standards.	Collaborate with the content teacher to plan and teach a 4 day unit that integrates content area literacy strategies for reading and writing (5 hours) The unit will integrate national and state standards for content and ELA standards and follow the guidelines of the LDC in one lesson, using the Sources of Evidence for Units (www.ldc.org)	Collaborate with the content teacher to plan and teach a one week unit that integrates a few content area literacy strategies for reading and writing (5 hours) The unit will integrate national and state standards for content and ELA standards and include an LDC task in two lessons, using the Sources of Evidence for Units (www.ldc.org)	Collaborate with the content teacher to plan and teach a one week unit that integrates several content area literacy strategies for reading and writing (5 hours) The unit will integrate national and state standards for content and ELA standards and include LDC tasks in all three lessons, using the Sources of Evidence for units (www.ldc.org)
Field hours and required reflections submitted on time **(ILA 1-6)**	20 field hours documented in the content classroom. Few reflections submitted.	20 field hours documented in the content classroom. Some reflections submitted. Enter hours into KFETS	20 field hours documented in the content classroom. Required reflections submitted.	20 field hours documented in the content classroom. Required reflections and other components submitted

			Enter hours into KFETS	Enter hours into KFETS
Total	**33-35**	**36-40**	**41-45**	**46-50**

**Campbellsville University
School of Education**

**ED 359 Content Literacy
Resource Files**

General Instructions:
 Electronically, collect the following for your content area:
- **National and state standards for your content area**
  - Highlight those related to reading and writing of informational text.
  - Reflect on what you learned about the literacy skills included.
  - Include literacy standards.
- **Class Library**
  - Develop a class library listing titles of resources available including variety of print, digital, and online resources plus periodicals and photographic archives.
  - Write a description of the resources selected for your content area.
- **Diverse Perspectives**
  - Examine some textbooks and Internet sources selected for your library and respond in a reflection to the question, Who gets to tell the story of a people?
  - Write a reflection on what you discovered.
  - Discuss how important it is to become sufficiently acquainted with your students' cultural backgrounds.
- **English Language Learners (ELLs)**
  - Describe how schools in KY provide for students who are learning English as a second language, who primary language is not English.

Criteria	16-17	18-20	21-22	23-25
National and state standards for content area/s **(ILA 1-6)**	KAS for content area included None related to reading and writing highlighted Reflection	National standards for content area included. KAS for content area included Few related to reading and writing highlighted	National standards for content area included. KAS for content area included Some related to reading and writing highlighted	National standards for content area included. KAS for content area included Those related to reading and writing highlighted

		Reflection	Reflection	Reflection complete.
Class Library **(ILA 5.1, 5.4, 6.2)**	Develop a class library listing titles and brief descriptions of resources available including variety of print, digital, and online resources. Description missing or sparse.	Develop a class library listing titles and brief descriptions of resources available including variety of print, digital, and online resources. Description details selections for content area.	Class library lists titles and brief descriptions of resources available including variety of print, digital, and online resources plus periodicals. Description details selections for content area.	Class library lists titles and brief descriptions of resources available including a variety of print, digital, and online resources plus periodicals and photographic archives. Description details selection for content area.
Diverse Perspectives **(ILA 4.1-4.3)**	Examine two textbooks and Internet sources selected for your library and respond in a reflection to the question, Who gets to tell the story of a people? Write a reflection on what you discovered. Discuss how important it is to become sufficiently acquainted with your students' cultural backgrounds.	Examine three textbooks and Internet sources selected for your library and respond in a reflection to the question, Who gets to tell the story of a people? Write a reflection on what you discovered. Discuss how important it is to become sufficiently acquainted with your students' cultural backgrounds.	Examine four textbooks and Internet sources selected for your library and respond in a reflection to the question, Who gets to tell the story of a people? Write a reflection on what you discovered. Discuss how important it is to become sufficiently acquainted with your students' cultural backgrounds.	Examine five textbooks and Internet sources selected for your library and respond in a reflection to the question, Who gets to tell the story of a people? Write a reflection on what you discovered. Discuss how important it is to become sufficiently acquainted with your students' cultural backgrounds.
English Language Learners (ELLs) **(ILA 4.1-4.3)**	Research on the KDE website to learn how Kentucky provides for ELLs.	Research on the KDE website to learn how Kentucky provides for ELLs.	Research on the KDE website to learn how Kentucky provides for ELLs.	Research on the KDE website to learn how Kentucky provides for ELLs.

	Describe what you learned.	Describe what you learned about how to provide for their needs per state requirements.	Describe what you learned about how to provide for their needs, per state and district requirements.	Describe what you learned about how to provide for their needs, per national and state/district requirements.
Total	**16-17**	**18-20**	**21-22**	**23-25**

Campbellsville University
School of Education

ED 359 Content Literacy
Professional Organization Project

General Instructions: **(25 pts.)**

PPT: Prepare a PPT highlighting two organizations, your CONTENT AREA AND LITERACY PROFESSIONAL ORGANIZATIONS: become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.) and www.literacyworldwide.org to explore the website for that organization.

Criteria	16-17	18-20	21-22	23-25
Familiarity with Content Area and literacy Professional Organizations at the national and state levels. **(ILA 6.1-6.4)**	Become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.) Become familiar with the state level organizations (KCSS, KCTE, KCTM, etc.) Become familiar with ILA at www.literacyworldwide.org to explore the website for that organization. List each one and bullet ideas gleaned from research	Become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.) Become familiar with the state level organizations (KCSS, KCTE, KCTM, etc.) Become familiar with ILA at www.literacyworldwide.org to explore the website for that organization. List each one and bullet ideas gleaned from research	Become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.) Become familiar with the state level organizations (KCSS, KCTE, KCTM, etc.) Become familiar with ILA at www.literacyworldwide.org to explore the website for that organization. List each one and bullet ideas gleaned from research	Become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.) Become familiar with the state level organizations (KCSS, KCTE, KCTM, etc.) Become familiar with ILA at www.literacyworldwide.org to explore the website for that organization. List each one and bullet ideas gleaned from research.
Total	**16-17**	**18-20**	**21-22**	**23-25**