

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
Department of Education Instruction & Leadership

Adolescent Literacy (7-8)
ELEMENTARY EDUCATION 3543

Nottingham
Morrison M220-J
mnottingham@se.edu
903-366-1429 (Cell)

Professionals for the 21st Century: Competent, Committed, and Ethical

TITLE: Adolescent Literacy (7-8)

PREREQUISITES:

GPA of 2.5 or higher

Background check for the current year

Passing score on the OGET - Student must bring proof by the second class meeting.

C or better in ELED3533

CATALOG DESCRIPTION: Designed specifically for the undergraduate elementary, early childhood, and special education teacher candidate. The focus for this course is adolescent literacy.

PORTFOLIO COMPONENT: The teacher candidate will place the following artifacts in the Teacher Education Portfolio – Module III: The Content Area Reading Lesson and teacher education competency reflection form. For further information on portfolio requirements, refer to the Teacher Preparation Portfolio Undergraduate Handbook available online.

MAJOR GOALS:

1. Candidates will develop knowledge of comprehension strategies for both narrative and expository text appropriate for the middle grades. ACEI 2.1
2. Candidates will develop knowledge of strategies for recognizing words in print, appropriate for the intermediate grades. (context clues, structural analysis, Greek and Latin roots, word origins, and dictionary use). ACEI 2.1
3. Candidates will develop knowledge of vocabulary acquisition strategies in relationship to the reading process appropriate for the middle grades. ACEI 2.1
4. Candidates will develop knowledge regarding the role of fluency in literacy instruction in the middle grades. ACEI 2.1
5. Candidates will develop knowledge of motivation and its role in literacy instruction. ACEI 1.0
6. Candidates will develop knowledge of companion sets of literature

(fiction/nonfiction), how to use them to meet Oklahoma curriculum standards, and coordinate with science and social studies content. ACEI 3.1

DEMONSTRATION OF COMPETENCIES:

InTASC Core Teaching Standards

- 2: Learning Differences
- 4: Content Knowledge
- 6: Assessment
- 7: Planning for Instruction
- 8: Instructional Strategies

ACEI Standards

- 1.0: Development, Learning, and Motivation
- 2.1: Reading, Writing, and Oral Language
- 3.2: Adaptation to diverse students
- 4.0: Assessment for instruction
- 5.1: Professional growth, reflection, and evaluation

CEOE- OSAT- Elementary Education Subtest 1-TEST FRAMEWORK Competencies:

- 003: Apply knowledge of development and assessment of accurate, automatic word recognition and spelling at later stages of literacy development.
- 005: Apply knowledge of development and assessment of vocabulary knowledge and skills.
- 006: Apply knowledge of development and assessment of reading comprehension and comprehension strategies.
- 007: Apply knowledge of literary texts and development and assessment of skills and strategies for comprehending and analyzing literature.
- 008: Apply knowledge of informational texts, development and assessment of skills for comprehending and analyzing informational texts, and study and research skills.

Instruction: Lecture, discussion, reading assignments, videos, and project guidelines will be used to help students achieve competencies and course goals.

Assessment: Competencies will be considered achieved if teacher candidates complete objective tests, in class activities, and portfolio project with an average grade of 70 or better.

CONCEPTUAL FRAMEWORK: Professionals for the 21st Century: Competent, Committed, and Ethical

The teacher education program at Southeastern Oklahoma State University is dedicated to producing competent, committed, and ethical educators who can successfully work with diverse students. A professional for the 21st century is prepared to effectively utilize technology in planning and delivering instruction to diverse students while motivating and assessing all students. The theme statement Professionals for the 21st Century: Competent, Committed, and Ethical establishes the role of the candidates as they develop partnerships with professionals,

parents, and the community in order to facilitate the education of all students in a caring, non-discriminatory and equitable manner.

The conceptual framework of instruction focuses on scientifically based reading research. Specifically, the findings of the National Reading Panel will be addressed thoroughly. Current reading research indicates that there are five areas of reading that should be addressed: phonemic awareness, phonics, vocabulary, comprehension, and fluency. In addition, research suggests that phonics instruction should be systematic and direct. The International Reading Association adds other word identification strategies and motivation to learn to read as important elements.

RESEARCH OR PROJECT COMPONENT:

Content Area Lesson Plan: Candidates will create a content area lesson plan that includes discussion of readability factors, behavioral objectives related to Bloom's Taxonomy, appropriate Common Core State Standards, pre-, during- and post- reading strategies and other additional requirements as assigned by the professor.

All scored materials are kept by the professor after candidates have reviewed them. Therefore, candidates need to keep a paper copy and an electronic copy of each document submitted. **Portfolio Projects** must be submitted using "**Chalk N Wire**" by the date

FIELD COMPONENT:

CARI screening assessment will be given as can be arranged with public schools.

DIVERSITY COMPONENTS

Cultural and Linguistic Component: Candidates will study language and cultural differences and their implications for literacy development.

Students with Exceptionalities Component: Candidates will study categories of exceptionalities that may be encountered in the adolescent (7-8) classroom and general ways to address modifications for those students to enhance literacy development.

Other Diversity Issues Component: Candidates will learn about gender issues related to literacy development and motivation.

TECHNOLOGY COMPONENT: Teacher candidates will use word processing to construct their portfolio artifact. Candidates will use technology to construct a lesson map and a Powerpoint presentation to be used within the content area lesson.

PERFORMANCE ACTIVITIES

1. Use of adopted textbooks: Strategies that Work; Stephanie Harvey, Anne Goudvis
ISBN: 13: 9781625310637
2. Class participation
3. Creating a Content Area Lesson, writing a teacher education competency reflection form, and uploading documents to Chalk and Wire.
4. Lecture and discussion on outlined topics.

5. Presentation of a lesson using a specific strategy from: *Content Area Learning: Bridges to Disciplinary Literacy*. Manderino, Berglund, Johns. 2014. KendallHunt.

ASSESSMENT:

- | | | |
|----|-------------------------------------|----------------|
| 1. | Two Section exams (100 points each) | 200 points |
| 2. | Final Exam - Comprehensive | 100 points |
| 3. | Portfolio Requirement: | 20 points |
| 4. | Strategy Presentations | 20 points each |

Exam dates will be announced in class. Students may not pass this class without having completed ALL assignments at an acceptable level.

Portfolio documents MUST be submitted by the assigned date or the candidate will receive an “I” for this course and will not be allowed to progress to the next reading course.

Students will be penalized 10% of the grade on late assignments and exams taken after scheduled dates. Exams will be rescheduled at the convenience of the instructor. Quizzes cannot be made up or rescheduled. Acceptance of assignments turned in late will be at the discretion of the instructor.

Grading Scale:

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

Methods of Evaluation: Objective type exams that also include discussion questions will be used as one form of evaluation. Written expression (includes mechanics) will be evaluated as part of every grade. The final will be comprehensive. The final grade will be an average of total points possible in the class, including the quizzes, tests, projects, participation, attendance, and assignments.

In-class, unannounced, quizzes and/or activities may be given at the discretion of the instructor. These cannot be made up.

SUPPLEMENTARY READINGS OR ACTIVITIES: As assigned by instructor

SPECIAL ACCOMODATIONS:

Counseling Center: Any student experiencing mental or emotional issues who desires free, confidential, clinical counseling is encouraged to contact the SE Counseling Center at (580) 745-2988 to schedule an appointment during normal working hours Monday-Friday, 8:00AM to 5:00 PM. For after-hours mental health emergencies, please call SE Campus Police at (580) 745-2911 or the Mental Health Crisis Hotline at 1-(800) 522-1090.

Disability Accommodations: Any student needing special accommodations due to a disability should contact the Office of Compliance and Safety, Administration Building, Suite 311 or call (580) 745-3090 (TDD#745-2704). It is the responsibility of each student who anticipates or experiences barriers to their academic experience to make an official request for disability related accommodations in a timely manner.

Equity and Non-Discrimination Statement: Southeastern Oklahoma State University, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, gender identification, or status as a veteran in any of its policies, practices, procedures, or programs. This includes, but is not limited to: admissions, employment, financial aid, and educational services. Inquiries regarding non-discrimination and equity policies may be directed to: Michael Davis, Director of Compliance and Safety & Title IX Coordinator, (580) 745-3090, or mdavis@se.edu.

STUDENTS' OBLIGATIONS & REGULATIONS

Each student voluntarily assumes an obligation to conform to rules, regulations, and standards of behavior expected by the University in order to preserve faithfully all property provided by the State for his/her education, and to discharge his/her duties as a student with diligence, fidelity, and honor. The term "student" includes all persons enrolled at the university, both full-time and part-time, pursuing undergraduate, graduate, or professional studies. Persons who are not officially enrolled for a particular term but who have a relationship with the university are also considered students. This definition includes but is not limited to incoming freshmen, transfer students, anyone participating in university sponsored programs and activities for students, and persons who enroll for courses from time to time. Failure to observe the following regulations will subject the student to disciplinary action:

1. **Acts of Dishonesty.** No student shall commit acts of dishonesty, including but not limited to the following:

a. Cheating:

i. Unless the instructor specifies otherwise, all examinations and other assignments, including homework, are to be completed by the student alone, without inappropriate assistance of any kind.

ii. Improper collaboration is considered cheating. When an instructor syllabus permits or encourages "working together" it is expected that group study sessions may result in similar responses or answers to exam questions or other work product. When working together is not permitted, such similar responses will be considered as evidence of academic misconduct.

iii. Unless the instructor specifies otherwise, it is assumed that all work submitted for a grade will be the product of the student's own understanding, and thus expressed in the student's own words, calculations, computer code, research data, etc.

b. Plagiarism:

i. All writing assignments are to be composed entirely of words generated (not simply found) by the student, except where words written by someone else are specifically marked as such with proper citation. This includes copying words from the internet, a periodical, or a book without proper reference. Simply documenting the source in a footnote or bibliography isn't good enough. You must also indicate that the words themselves are quoted from someone else. For this reason, sentences that should have quotation marks but appear in the paper without quotation marks are plagiarism.

ii. It is plagiarism to copy words and then modify them slightly. Paraphrasing is fine when you cite the source and indicate the new expression is actually your own. When the expression remains substantially similar to the source as a whole or in one of its parts – it is plagiarism.

iii. Self-plagiarism or “recycled academics” occurs when a student submits the same project or paper for multiple classes and violates the crucial assumption that academic work is performed on a class-by-class basis in order to achieve learning, practice, and growth. Unless the second instructor expressly permits a project or paper from a prior class for credit, this is not permitted.

c. Other academic dishonesty:

i. Facilitating or aiding in the cheating, plagiarism, or dishonesty of another student.

ii. Attempting at cheating, plagiarism or other academic dishonesty even if not successful.

iii. Lying in order to gain academic advantage, including dishonesty about why a class was missed, dishonesty to gain an extension on a project or assignment, or dishonesty to gain admission to a program.

These statements are taken from the current Student Handbook available on the Southeastern website: se.edu.

SYLLABUS ADDENDUM

CLASS ATTENDANCE:

1. Your enrollment in this class brings the assumption that you will attend every class meeting. Roll is taken promptly at the beginning of every class meeting. If you must be absent, it is your responsibility to get notes and assignments from a student who was in class.
2. BE ON TIME!!! Late arrivals are disruptive and communicate a lack of courtesy and respect.
3. Children are not allowed to attend class meetings.

4. Recording of lectures is not allowed, except as a specific accommodation.
5. Some release time may be given for library assignments.
6. All cell phones must be turned off!

OTHER IMPORTANT INFORMATION:

1. All students must have an email address (SE) which they check regularly.
2. Students missing in-class activities will not be allowed to make them up.
3. All outside assignments must be typed and formatted according to the following:
 - A. Text should have uniformly dark print using 12 point font.
 - B. Text should be double spaced.
 - C. Use left-justification only.
 - D. All pages should be stapled in the top left corner.
 - E. All pages should be numbered.
4. Make up work: It is my assumption that ALL work will be turned in on time. Assignments are due at the beginning of the class period on the due date. **Late assignments are accepted at the discretion of the professor and, if accepted, scores will be reduced by one grade level (10 points).** Assignments past due over one week will not be accepted. Missed exams will be made up at a time agreed on by the student and the professor. There is no provision for make-up of in-class activities.
5. The final exam will be comprehensive.
6. **Written expression (including punctuation, grammar, sentence structure and spelling) will be evaluated as part of EVERY grade.**
7. In order to pass this class, students must show phonics proficiency by passing the phonics exam by a score of 70 or above.

BLACKBOARD: This is a Blackboard supported class. It is the responsibility of each student to check his/her student email and Blackboard for announcements and download necessary documents and review posted videos as assigned by the instructor.

PROFESSIONALISM: An important component of this course is your demonstrated ability to grow as a professional educator. As such, you are expected to submit work that represents your own best effort. You are responsible for turning in all required assignments according to the schedule. Assignments must conform to university policies governing academic dishonesty. In addition, as a professional educator, you are constantly seen as a model for your students; therefore, it is imperative that you strive to communicate well both orally and in written exercises.

Hats are not to be worn in class (both genders). As you begin your professional courses, you need to begin the transition toward dressing professionally. Professional dress is very important for observations, student teaching, job interviews, and ultimately, your professional career.

ACADEMIC INTEGRITY: There is a zero-tolerance policy concerning plagiarism and/or duplication of another individual's work. Besides making you feel horrible, you will receive a zero and the policy will be enforced under the guidelines of Academic Honesty Policy for the

University. Students are expected to work individually and turn in their own work. Any violation of academic honesty will be reported to the Office of Student Affairs. The policies regarding academic misconduct are set forth in the institution's Student Code of Responsibilities and Conduct.

OTHER COURSE POLICIES: The instructor reserves the right to make adjustments to the syllabus, course calendar, and/or grading policy as needed in order to meet the instructional goals of the class. Students will be notified of any adjustments to the syllabus.

Students must earn a grade of C or better in ELED 3533 to proceed to ELED 3543 (Adolescent Literacy).