

**Course Syllabus for EDCI 538: Secondary Reading & Writing**

3 credit hour Summer 2023

**Professor:** Dr. Jasmine Johnson, Ed. D

**Email**: jnjohnson@southern.edu

**Phone**: 423.236.2509 (office)

804.869.3513 (cell)

(Please call or text my cell ONLY between 10 a.m. and 4 p.m.)

**Office Hours**: Call to make an appointment

Use the following Calendly link to schedule: <https://calendly.com/drjnjohnson>

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| **Monday-Thursday** | Arranged  |
| Students, should you need help outside regularly scheduled office hours please contact me for an appointment. |

1. **Course Description**

This course focuses on guiding secondary candidates to develop an understanding of disciplinary literacy skills and strategies necessary in middle and secondary school classrooms. Techniques for improving students' ability to read, write, view, listen and speak will be discussed. Candidates will learn and practice strategies for reading comprehension and vocabulary development, as well as writing to learn and public writing. Causes of literacy problems and assessment procedures will be studied. This course fulfills the NAD requirement for secondary reading methods.

1. **Required Reading**
2. Lent, R. (2016). This is Disciplinary Literacy: Reading, Writing, Thinking and Doing – Content Area By Content Area. Thousand Oaks, CA: Corwin
3. **Supplemental Materials**
4. Annenberg Website: Reading & Writing in the Disciplines. URL: <https://www.learner.org/series/reading-writing-in-the-disciplines/big-ideas-in-literacy-science/>
5. All required and recommended resources linked in eClass.
6. **Technology Requirements**

Computer

1. **Academic Support**

**eClass Help Desk:** Email eclasshelp@southern.edu or call 423-236-2086.

**Information Technology:** Go to IT Workstation Support Desk in Wright Hall, or call 423-236-2712, or email it-helpdesk@southern.edu.

**McKee Research & Writing Center:** Call to make an appointment. [McKee Library:](https://www.southern.edu/mckee-library/) 423-236-2384, or email Sonja Fordham, Director of the Writing Center at the McKee Library: sfordham@southern.edu.

1. **Biblical Foundation of the Course**

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1. **Knowledge and Skill Outcomes**

This course has been aligned with the InTASC Model Core Teaching Standards as well as the SPA Standards, CCRA, CCSS, and IRA Standards. Upon successfully completing this course, the student will be able to:

1. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation (InTASC 3).
2. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content (InTASC 4).
3. Application of Content: The teacher understands 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 (InTASC 5).
4. Assessment:  The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making (InTASC 6).
5. Planning for Instruction:  The teacher plans 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 (InTASC 7).
6. Instructional Strategies:  The teacher understands and uses 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 (InTASC 8).
7. Leadership and Collaboration:  The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession (InTASC 10).
8. Identify and explain the literacy needs in middle and secondary classrooms. (IRA 1) (CCSS.ELA-Literacy. CCRA.R1-3)
9. Characterize the traits of effective content area teachers. (IRA 2 & 3) (CCSS.ELA- Literacy. (CCRA.R1-3)
10. Evaluate textbooks both quantitatively and qualitatively. (IRA 5) (CCSS.ELA- Literacy. (CCRA.R7-9)
11. Apply readability formulas for selecting appropriate text materials. (IRA 2 & 4) (CCSS.ELA Literacy. CCRA. R7-9)
12. Identify and be able to develop informal assessment instruments. (IRA 3)
13. Determine strengths and weaknesses in student performance based on assessments. (IRA 3)
14. Structure lessons and classroom activities to actively involve students in learning. (IRA 1, 2, 4, & 5) (CCSS.ELA-Literacy.CCRA.W.8
15. Promote higher-order thinking through patterns of questions and the structure of learning activities. (IRA 2) (CCSS.ELA-Literacy. (CCRA.R1-9)
16. Construct and promote learning activities that are collaborative in nature. (IRA 2) (CCSS.ELA Literacy.CCRA.W.4 & 6)
17. Select and modify materials and strategies for students with diverse needs and ability levels. (IRA 4) (CCSS.ELA-Literacy. (CCRA.R10)
18. Integrate technology into the content area literacy curriculum. (IRA 2) (CCSS.ELA-Literacy.CCRA.W.6 & 8)
19. **How the Course Works**
20. **Policies and Procedures**
	1. Disclaimer: As professor, I reserve the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified if/when any changes are made.
	2. **Disabilities and Accommodations**
		1. SUMMER: During short summer sessions, in keeping with university policy, any student who believes they may need an accommodation based on the impact of a disability or learning challenge should contact Disability Support Services at 423-236-2544 or stop by Lynn Wood Hall, room 1082 as soon as possible to arrange a confidential appointment with the Disability Services Director. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website [here](http://www.southern.edu/administration/student-success/disability).
		2. ONLINE COURSES: Students taking online courses from off-campus locations may also contact the DSS through email at dss@southern.edu.
	3. **Academic Honesty**
		1. Faculty Responsibilities:
			1. Professors must explain clearly the requirements for assignments, examinations, and projects, such as “open book,” “take home,” or “peer collaboration.”
			2. Professors may assume “no collaboration” is the rule unless they state otherwise.
		2. Student Responsibilities:
			1. Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise students might innocently misrepresent others’ material as their own.
			2. Students unfamiliar with procedures for citing sources should confer with their professors.
			3. Students are to assume that all course work is “no collaboration” unless stated otherwise by the professor.
			4. Many professors will require students to submit papers through Turnitin, an originality checker application.
		3. TurnItIn: Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted. While the use of Turnitin may not be initially required on all assignments, the professor may submit your work to Turnitin or require that you do so.
	4. **Profile Picture Policy**
		1. All students enrolled in an online class at Southern Adventist University must upload a profile picture of themselves to the learning management system (LMS) used by Southern: eClass. For on-campus students, this picture is linked to the picture on your Southern ID card. The purpose of this is so that students and professors can better connect with the individual they will be working with over the course of the semester. Students who do not comply may not be able to register for future online courses. Please keep in mind when uploading your profile picture, that it must meet the following guidelines:
			1. The photo should be a full-face likeness, similar to a passport photo or driver’s license photo. No variations permitted.
			2. Attire worn in the photo should adhere to the Southern Adventist University dress code.
			3. The photo should show *only* you; there should be no distractions such as additional people or pets in the photo.
	5. **Student Authentication** (distance education students only)
		1. The Higher Education Opportunity Act of 2008 [viewable [here](https://www.gpo.gov/fdsys/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf); see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program. This process helps protect the integrity of the education provided by Southern Adventist University.
		2. The student should authenticate their identity by using **ONE** of the following options:
			1. Authenticate in person at Southern Adventist University.
			2. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.
		3. Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Undergraduate or Graduate Catalog.
	6. **Add/Drop Policy**
		1. Dropping a class, and completing all parts of the process to ensure that a class is dropped is the student’s responsibility. Failure to comply with this procedure may result in a failing grade for the course.
		2. A grade of Incomplete (I) will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an “F.” It is the student’s responsibility to decide with the professor to complete the course on time.
		3. Tuition Refund. A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult the Graduate Handbook for the semester dates by which you must drop a class in order to receive a tuition refund. Prior to the deadline date, students not completing the course for any reason are required to complete the requirements for dropping the course.
	7. **Transcripts**
		1. It is your responsibility to request a transcript to be sent to your parent institution and/or your union registrar. You may access more information at <http://www.southern.edu/administration/records/transcripts.html>
21. **INSTRUCTIONAL STRATEGIES/METHODOLOGY**
	1. **eClass**
		1. The website for course access is [eclass.e.southern.edu](http://eclass.e.southern.edu). Here you will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where you will access course grades. There are two ways that you can login to your online course. The course will appear as a link on your Southern Access account [https://access.southern.edu](http://access.southern.edu). You can also put [eclass.e.southern.edu](https://eclass.e.southern.edu) into your browser and enter your username and password. If one method does not work, try the other method.
		2. System Requirements: For system requirements, visit this page: [https://www.southern.edu/academics/academic-sites/online-campus/successful.html](https://www.southern.edu/academics/academic-sites/online-campus/untitled.html)
	2. **Class Attendance/Presence**
		1. Attendance policy for face-to-face and hyflex courses:
			1. Regular attendance and participation are essential for success in this class. Therefore, students are expected to attend class as scheduled and must complete assignments as outlined in the syllabus. Attendance at class and laboratory appointments is expected. Generally speaking, professors will not excuse absences for reasons other than illness, authorized school trips, or emergencies beyond the students’ control.
			2. Students are not penalized if they incur absences while participating in school-authorized activities, but they are held responsible for work they miss. It is their responsibility to initiate arrangements to make up their assignments. Students who are on conditional standing are not eligible to participate in extra-curricular trips if the trip would require them to miss more than one day of classes per semester.
			3. Students who feel ill are encouraged to contact the University Health Center or another health provider as soon as possible. Students may be asked to present documentation from a health provider to be excused for repeated absences from class due to illness. Students must communicate with their professor before any absence or within 24 hours from missed class meetings.
	3. **Communication**
		1. **eClass Announcements**
			1. To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check the “News Forum” under the Course Resources within your eClass course. All eClass announcements posted to the class will be considered public class announcements
		2. **Southern Email**
			1. To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to regularly check their southern.edu email account. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within 24-48 hours, except on the weekend. An important reminder: when you need to send an email, the email subject should reflect the purpose of that email. Additionally, as your professor may teach more than one course simultaneously, be sure to also include the course prefix and number in every email subject line. For instance, if you have a problem while taking the Week 1 Quiz, your email subject could say something like "Course Prefix Course # Week 1 Quiz."
22. **GRADES AND FEEDBACK PLAN**
	1. **Grievance Hierarchy**
		1. **If you have concerns with the class, please talk with me first.** If you are not satisfied with the response the next step is to contact the Department Dean (Dr. Gus Martin). If still not satisfied, you then could talk with Academic Administration (Dr. Dionne Felix). My hope would be that speaking with me will resolve any concerns.
	2. **Accessing your grades in eClass**
		1. You can access your grades by clicking the "grades" link at the top middle section of the course home page above the course header.
	3. **Submission Times and Late Work Caution**
		1. Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise.
		2. Late work is at risk of not being accepted unless prior approval is received from your professor. It is your responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact your professor immediately regarding the situation.
		3. Course assignments are to be submitted electronically to eClass, unless specifically indicated otherwise. All weekly assignments, excluding midterm and final, will be due on Sunday by 11:55pm following the week in which they were assigned. Late work is at risk of not being accepted unless prior approval is received from your professor. It is your responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact your professor immediately regarding the situation. All assignments that are submitted after the due date without appropriate excuse and pre-approval will be penalized 10% for each weekday the assignment is late, and no work will be accepted one week after the due date.
	4. **Providing Feedback to the Professor**

Southern Adventist University encourages all students enrolled in courses to complete an end of course evaluation to better support areas that need growth and development. The evaluation will be provided to you as an assignment starting in week seven of the course. You may access the on-line evaluation at <http://access.southern.edu>. Once you have logged in using your SAU e-mail and password select “Faculty Evaluation.” Please be assured evaluations are anonymous with results disclosed to the professor after final grades are reported to the Records Office.

* 1. **Receiving Feedback from the Professor**
		1. Feedback on graded assignments will be provided within the eClass gradebook within which you can see feedback files, graded rubrics with comments, and comments on specific assignments. Assignments are graded within a week unless otherwise noted by your professor within the syllabus or through a News Forum announcement or email.  If you would like additional feedback from your professor, please contact me via email or schedule a phone call or video conference during office hours as posted in the syllabus.
		2. Course Assignments:
			1. Chapter Quizzes
			2. Discussion Board Forums
			3. Academic Language & Literacy Strategies Collection
			4. Experience Discipline-Specific Texts
			5. DLL – Differentiated Learning Log
			6. Final Reflective Synthesis
			7. Collaborative Inquiry Project
			8. Course Evaluation Southern Adventist University encourages all students enrolled in courses to complete an end of course evaluation to better support areas that need growth and development. You may access the on-line evaluation at <http://access.southern.edu>. Once you have logged in using your SAU e-mail and password select “Faculty Evaluation.” Please be assured evaluations are anonymous with results disclosed to the professor after final grades are reported to the Records Office.
		3. Extra Credit is NOT given in this course.
		4. All rubrics and checklists are provided on eClass.

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| **Assignment** | **Standards** |
| Chapter Quizzes (5x10 = 50 points) | * The InTASC Model Core Teaching Standards as well as the SPA Standards, CCRA, CCSS, and IRA Standards.
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| Discussion Board Forums (4x50 = 200 points) | * Characterize the traits of effective content area teachers. (IRA 2 & 3) (CCSS.ELA- Literacy. (CCRA.R1-3)
 |
| Experience Discipline-Specific Texts(50 points) | * Characterize the traits of effective content area teachers. (IRA 2 & 3) (CCSS.ELA- Literacy. (CCRA.R1-3)
* Structure lessons and classroom activities to actively involve students in learning. (IRA 1, 2, 4, & 5) (CCSS.ELA-Literacy.CCRA.W.8
* Promote higher-order thinking through patterns of questions and the structure of learning activities. (IRA 2) (CCSS.ELA-Literacy. (CCRA.R1-9)
 |
| Academic Language & Literacy Strategies Collection (50 points)  | * Identify and explain the literacy needs in middle and secondary classrooms. (IRA 1) (CCSS.ELA-Literacy. CCRA.R1-3)
* Apply readability formulas for selecting appropriate text materials. (IRA 2 & 4) (CCSS.ELA Literacy CCRA. R7-9)
 |
| DLL – Differentiated Learning Log (50 points) | * Identify and be able to develop informal assessment instruments. (IRA 3)
* Determine strengths and weaknesses in student performance based on assessments. (IRA 3)
 |
| Final Reflective Synthesis(100 points)  | * The InTASC Model Core Teaching Standards as well as the SPA Standards, CCRA, CCSS, and IRA Standards.
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| Plan for a Collaborative Inquiry Project (100 points) | * The InTASC Model Core Teaching Standards as well as the SPA Standards, CCRA, CCSS, and IRA Standards.
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| **Grading Scale** |
| **The following Grading Scale will be used:** |
| **A -** 93-100% |
| **B -** 84-92% |
| **C -** 75-83% |
| **D -** 65-74% |
| **F -** <-64% |

**Tentative Course Schedule/Calendar**

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| **Week** | **Readings & Assignments|** |
| **Week 1** | * Watch Week 1 Video
* Read: Course Overview & Syllabus Review
* Discussion Board: Create Age Appropriate, High Interest Lessons for Struggling Readers
* “About Me” Video Assignment
 |
| **Week 2** | * Watch Week 2 Video
* Read Chapter 1: Literacy Within the Disciplines
* Chapter 1 Quiz
* Discussion Board: No DB this Week
* Academic Language & Literacy Strategies Collection Activity (ALLS)
 |
| **Week 3** | * Watch Week 3 Video
* Read Chapter 2: Reading Within the Disciplines
* Discussion Board: Level Up Your Read Alouds
* Experience Discipline-Specific Texts
 |
| **Week 4** | * Watch Week 4 Video
* Read Chapter 3: Writing Within the Disciplines
* Chapter 3 Quiz
* Discussion Board: No DB this Week
* DLL – Differentiated Learning Log
 |
| **Week 5** | * Watch Week 5 Video
* Read Chapter 4: Inquiry Within the Disciplines
* Chapter 4 Quiz
* Discussion Board: Engaging students in Reading Original Science Research
* Plan for a Collaborative Inquiry Project **(Due Week 6)**
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| **Week 6** | * Watch Week 6 Video
* Read Chapter 5: Collaborative Learning
* Chapter 5 Quiz
* Discussion Board: No DB this week
* Plan for a Collaborative Inquiry Project
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| **Week 7** | * Watch Week 7 Video
* Read Chapter 6: This is Disciplinary Literacy
* Chapter 6 Quiz
* Discussion Board: Engaging in Trauma-Informed Literacy Practices
* Final Reflective Synthesis **(Due week 8)**
* **Course Evaluation**
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| **Week 8** | * Watch Week 8 Video
* Discussion Board: No DB this week
* Final Reflective Synthesis
* **Course Evaluation**
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(Disclaimer: This course syllabus and attached schedule is subject to change at short notice. The professor will endeavor to keep the changes minimal and communicate changes within the course site on eClass, but change may be necessary during the semester. Kindly be alert to announcements (either via eClass or via email) that may modify the syllabus or schedule.)

Appendix A: Southern School of Education & Psychology Conceptual Framework for Professional Education Programs

**To Serve, To Lead, To Transform**

**The Mission – School of Education & Psychology**The mission of the School of Education and Psychology at Southern Adventist University is to prepare effective Christian professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a diverse society.

**The Goal – Professional Education Programs**
The goal of the professional education unit is to facilitate the comprehensive development of school professionals as servant leaders in their communities.

This goal is reflected in the conceptual framework, in which we seek to provide opportunities for each candidate to become effective as: (a) a caring person, (b) an informed facilitator of learning, (c) a reflective decision maker, and (d) a committed professional. These core objectives are achieved through specific proficiencies that lay the foundation of professional excellence.

**The Core Objectives and Expected Proficiencies**

As a caring person, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

Demonstrating an ideal of fairness and belief that all students can learn

Recognizing and respecting diversity, individual worth, and integrity

Considering the influence of community, school, and family context

Emulating the example of Christ-like service

As an informed facilitator of learning, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

Providing nurturing environments, services, and programs

Demonstrating understanding of central concepts

Demonstrating understanding of how individuals develop

Meeting the needs of a diverse student population

Using technology to enhance communication and student learning

As a reflective decision-maker, the candidate/school professional will demonstrate knowledge, skills, and dispositions through:

Demonstrating intellectual curiosity, critical thinking, and strategic decision-making

Using theory, based on scientific research, to enhance pedagogical and professional practice

Using formal and informal assessments to make informed professional decisions

Reflecting on professional practice

As a committed professional, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

Collaborating with peers and consulting with professionals

Demonstrating professional, legal, and ethical responsibilities

Participating in opportunities to achieve professional excellence

Recognizing the value of health and a commitment to a lifestyle of wellness

Demonstrating appropriate communication skills