EDU 386 Semester Syllabus

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

Course Information

Instructor Information

Instructor: Karen Mengel
Office: 4th floor Room 441 CPS Building
Virtual Office Hours: By appointment
Office Telephone: 1 715 346-2825
E-mail: kmengel@uwsp.edu

Course Information (5:30-8:00 PM; CPS 310)

Course Description: Survey of issues, research, theory, process, and strategies that constitute literacy in secondary school including a clinical experience. Credits: 3
Prerequisite: Admission to PEP.

Expected Instructor Response Times

- o I will attempt to respond to student emails within 24-48 hours. If you have not received a reply from me within 24-48 hours please resend your email.
    - ▪ If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to questions there so that all students can view them. Students are encouraged to answer each other's questions too.
- o I will attempt to reply to and assess student discussion posts within *48 hours of discussions closing.*
- o I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

Textbook & Course Materials

Rental:

Vacca, R. T., Vacca, J. A., & Mraz, M. (2011*). Content area reading: literacy and learning across the curriculum 10th ed.* Boston: Pearson.

Recommended Text:

Buehl, D. (2009.). *Classroom Strategies for Interactive Learning (3rd ed.)*. Newark, DE: International Reading Association

Tovani, C. (2004). Do I Really Have to Teach Reading?: Content Comprehension, Grades 6-12.

Portland, ME: Stenhouse.

Plaut, S. (Ed). (2009). *The Right to Literacy in Secondary Schools: creating a culture of thinking.* New York, NY: Teachers College Columbia University.

Crawford, G. B. (2008). *Differentiation for the adolescent learner: accommodating brain development, language, literacy, and special needs.* Thousand Oak, CA: Corwin Press A Sage Company.

Tovani, C. (2000). *I Read It, But I Don't Get It*: *Comprehension Strategies for Adolescent Readers*. Portland, ME Stenhouse.

Altieri, Jennifer (2011). *Content Counts! Developing Disciplinary Literacy Skills, K–6*. International Reading Association.

Course Technology Requirements

- Minimum recommended computer and internet configurations for online courses can be found here.

- You will also need access to the following tools to participate in this course.

  - webcam
  - microphone
  - printer
  - a stable internet connection (don't rely on cellular)

Course Structure

This is a hybrid course. Instruction will be delivered via face-to-face weekly meetings and online assignments through the course management system D2L. You will use your UWSP account to login to the course from the Canvas Login Page. If you have not activated your UWSP account, please visit the Manage Your Account page to do so.

Student Expectations

In this course you will be expected to complete the following types of tasks.

- attend face-to-face classes
- communicate via email / educational platform (Canvas)
- complete basic internet searches
- download and upload documents
- read documents online
- view online videos
- participate in online discussions
- complete quizzes/tests online
- upload documents to a Dropbox
- participate in synchronous online discussions using Collaborate Ultra

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with D2L you can:

- Visit with a Student Technology Tutor

- Seek assistance from the IT Service Desk (Formerly HELP Desk)
    - o IT Service Desk Phone: 715-346-4357 (HELP)
    - o IT Service Desk Email: techhelp@uwsp.edu

Course Learning Outcomes

Objectives:

- Discuss issues, research and theories in adolescent literacy.
- Examine barriers to literacy acquisition among adolescents in secondary education.
- Apply instructional methods and strategies that improves the ability of students to navigate disciplinary literacy.
- Analyze current practices in literacy instruction and learning outcomes.
- Develop a repertoire of resources that help adolescent learners comprehend and produce complex texts related to all disciplines (WI DPI, 2017).
- **Through class "discussion", literature review, and self-reflection on current practices students will:**
    - o Develop a strong research foundation for and understanding of issues, theories, process, strategies, and practices that impact literacy in the secondary school.
    - o Identify and evaluate the impact of current literacy theories and practices on literacy instruction and learning outcomes.
    - o Connect practices in literacy instruction to disciplinary literacy learning outcomes for adolescent readers and writers.
    - o Discover and develop a repertoire of instructional methods, materials, and approaches for teaching literacy in the secondary school.
    - o Integrate discipline-specific literacy into teaching and learning (WI DPI, 2017).
- **Through completing the literacy in the secondary schools learning modules students will:**
    - o Analyze and evaluate key behaviors essential to improving literacy instruction among adolescents.
    - o Explain how the changing brain of adolescents affects the ability to negotiate and comprehend text.
    - o Create an action plan for sharing secondary school literacy resources with colleagues.
    - o Analyze and assess current school policies for literacy practices in the secondary school.
    - o Explore categories in assessment and investigate a category for deeper understanding.

You will meet the outcomes listed above through a combination of the following activities in this course:

- Attending face-to-face meetings each week.
- Complete all assignments and presentations.

- Participating in weekly online discussions, associated readings and activities.

Topic Outline/Schedule

Important Note: Refer to the D2L or Canvas course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor. Due date may be changed at the discretion of the instructor.

WEEK	POINTS	Topics	ASSIGNMENT	Assignment Window / Dates	
1	10 Points	Introductions / Issues in secondary literacy	Discussion Post	September 5 Field Study (start)	September 12
2	10 Points	Standards and Literacy Instruction	Discussion Post	September 12	September 19
3	10 Points	Literacy Matters	Discussion Post	September 19	September 26
4	10 Points	New Literacies	Discussion Post	September 26	October 3
5	60 Points	Teaching in Diverse Classrooms / Adolescent Brain	Discussion Post / In Class Application	October 3 In Class App. (due)	October 10
6	10 Points	Strategies for Teaching Diverse Learners	Discussion Post /	October 10	October 17
7	10 Points	Assessment and Evaluation / School Policies and Practices	Discussion Post	October 17 Assessment Plan (start)	October 24
8	60 Points	Planning Instruction / Backwards by Design	Discussion Post / In Class Application	October 24 In Class App. (due)	October 31
9	90 Points	Writing in the Disciplines	Discussion Post	October 31 Resource List / Resource Share Online (start)	November 7
10	90 points	Release Time	Discussion Post / Resource List / Resource Share Online	November 7	November 14 Assessment Plan (due)
11	50 Points	Learning with Multiple Texts	Discussion Post /	November 21	November 28

					Resource List / Resource Share Online (due)
12	50 Points	Building Secondary Literacy Resources-Media Resources	Discussion Post /	November 28 Presentations (start)	December 5
13	50 Points	Power Point Presentations / Literacy Coaches	Discussion Post	December 5 Strategy Presentations (due)	December 12
14	50 Points	Power Point Presentations / Literacy Coaches	Discussion Post	December 12 Strategy Presentations (due)	December 18 Field Study (ends)
15	40 Points	Self-Assessment (online)	Self-Assessment	December 18	December 21 Self-Assessment (due)
	600 Points				

Grading Policies

Graded Course Activities

Grades are based on the assignments and points based below. All items must be submitted to D2L or Canvas unless stated otherwise.

Activity	Date Due	Points	Percent of Grade
Discussion Posts	Weekly	140	23
In Class Application	October 31	50	8
Assessment Plan	November 21	40	7
In Class Application	November 28	50	8
Resource List	November 28	40	7
Resource Share (online)	November 28	40	7
Strategy Share (in class)	December 5 & 12	40	7
Self-assessment (online)	December 11-18	40	7

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

A	95%	B-	75-79%
A-	90-94%	C+	70-74%
B+	85-89%	C	69-65%
B	80-84%	C-	<65%

Participation

Students are expected to participate in all face-to-face and online activities as listed on the course calendar. While attendance is not graded, regular attendance is expected and necessary to fully benefit from instruction.

Complete Assignments

All assignments for this course will be submitted electronically through D2L or Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will be given beyond the next assignment with permission from the instructor in writing.

All discussion assignments must be completed by the discussion closing date and time. Late or missing discussion assignments may affect the student's grade.

Late Work Policy

Late work will be accepted when prearranged with the course instructor. Late assignments will be deducted up to 10% of the total assignment points.

Viewing Grades in D2L or Canvas

Points you receive for graded activities will be posted to the D2L or Canvas Grade Book. Click on the Grades link to view your points.

Your instructor will update the online grades each time a grading session has been complete—typically 7 days following the completion of an activity. You will see a visual indication of new grades posted on your D2L home page under the link to this course.

Course Policies

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse.

You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:
- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions must be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

Build Rapport
If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Understand When You May Drop This Course
It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving

student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a family emergency, personal health issue, military deployment, or another issue approved by your instructor. All incomplete course assignments must be completed within a timeframe designated by you and your course instructor.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the Disability and Assistive Technology Center and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edumailto:datctr@uwsp.edu

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and integrity in your behavior in and out of the classroom.

UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

(a) Seeks to claim credit for the work or efforts of another without authorization or citation;

(b) Uses unauthorized materials or fabricated data in any academic exercise;

(c) Forges or falsifies academic documents or records;

(d) Intentionally impedes or damages the academic work of others;

(e) Engages in conduct aimed at making false representation of a student's academic performance; or

(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.