



School of Education
College of Professional Studies
University of Wisconsin - Stevens Point

EDUC 386 - Literacy in the Secondary School **Monday & Wednesday 9:30-10:45** (see format section)

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CPS 456

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Office Hours: Tu & TH 8:30am – 10am

Course Overview

Description

This course focuses on literacy skills across content areas and the development of lifelong reading habits for adolescent students. Participants explore structures and strategies to support content instruction and ways to connect the academic disciplines to one another. The learning outcomes for this course are based on **InTASC Standards 3, 4, 7 and 8**. CCSS-ELA support content-based literacy lessons and activities. If students struggle to read and write, it is likely they will continue to struggle outside of school. It is not effective to “cover” content but to share your passion for how to access it and use it in meaningful ways. Research tells us that if our students cannot read or write proficiently, a life of poverty and crime is likely (O’Cummings, 2010). **Essential question:** I taught, yet my students did not learn, did I teach?

Teaching Dispositions

This course infuses best practice structures with an emphasis on collaboration in a professional learning community (PLC). Principals require teachers to participate in professional development activities to continue developing their expertise (knowledge, skills, and dispositions). Teaching dispositions take center stage in this course. Your professional attitude should support (and not disrupt) our PLC (refer to InTASC Standards 9 & 10). In this course, weekly online meetings, active participation, group work, assignments, etc. showcase your knowledge, skill, and most important ... your teaching dispositions.

Format

This class meets synchronously, **every Wednesday 9:30-10:45**, in the online environment of Canvas. Online class discussions and activities center on reading required texts (below). Weekly online learning activities (e.g., watch videos, research related articles and/or websites, hang on to and share specific information, etc.) are completed **PRIOR** to Wednesday meetings. Assignments include the element of participation. Thus, attending class on Wednesday is essential.

Required Texts

Zemelman, S., Daniels, H. & Hyde, A. (2012). *Best practice: Bringing standards to life in America's classrooms* (4th ed.). Portsmouth, NH: Heinemann. (UWSP Bookstore Required Rental).

Daniels, H. & Zemelman, S. (2014). *Subjects matter: Exceeding standards through powerful content-area reading* (2nd ed). Portsmouth, NH: Heinemann. (Required Purchase)

Learning Outcomes

InTASC Standard 3 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.

Performance. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

Knowledge. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

Disposition. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

InTASC Standard 4 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.

Performance. The teacher creates opportunities for students to apply methods of inquiry and to practice and apply academic language related to their content.

Knowledge. The teacher stimulates learner reflection on prior content knowledge, uses the academic language of the discipline, and knows how to make it accessible to learners.

Disposition. The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

InTASC Standard 7 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 / community context.

Performance. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

Knowledge. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

Dispositions. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

InTASC Standard 8 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.

Performance. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

Knowledge. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

Dispositions. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

Overview of Assignments

Assignments	Brief Description	Points	Learning Outcomes
1. Best Practice (BP) Organizers (group)	First half of the semester, groups use the jigsaw strategy to share their assigned sections in <i>Best Practice</i> (BP) chapters. Friends actively listen, connect academic disciplines to one another, and document information in a BP organizer . Design BP Organizer from chapter headings. Artifact: BP Organizers	20	InTASC Standards 3, 4 & 7
2. Subjects Matter (SM) Action Plans (independent)	Second half of the semester, participants read <i>Subject Matters</i> and complete an action plan based on Howard's <i>Good to Great Teaching: Focusing on Literacy Work that Matters</i> . An action plan is a space to hang on to teaching goals and actions steps - related to your content- to share now and use later. Action Plan template provided. Artifact: Action Plans	30	InTASC Standards 3, 4, 7 & 8
3. Learning Activity (independent)	In Canvas, 10 modules contain an activity that supports weekly topics and readings. Activities are <u>completed prior</u> to class and evidence of each activity is placed at the end of your BP organizers (assignment 1) and action plans (assignment 2). Artifact: Learning Activity Documentation	30	InTASC Standard 4 & 8
4. Content/Strategy Lesson (Course Final)	Groups design and teach a lesson that highlights a specific literacy and/or learning strategy (Subject Matters) and applicable structures (Best Practice) to support students learning content . Partners and groups of 3 choose a thinking-reading strategy from chapter 5 in <i>Subject Matters</i> . Lesson plan template provided. Artifact: Content/Strategy Lesson	20	InTASC Standards 3, 4, 7 & 8

Course Assignments & Assessments

1. Best Practice (BP) Organizer

First half of the semester, groups use the jigsaw strategy to **share** their assigned sections in *Best Practice* (BP) chapters. Friends actively listen, share content-area connections, and document information in a **BP organizer**.

Share & BP Organizer: 20 Points (1 point per share & 2 points per organizer)

Timeline: Weeks 3-8

Directions:

1. Assessment: Review the BP Organizer Checklist. Attend class to share your assigned section.
2. Prior to reading a chapter, create an organizer from the five headings shared out by the instructor. Leave tracks of your thinking in each section, paying most attention to your assigned section. You will share your assigned section in class to **earn “I shared” points**. Pull information, from each section, that makes sense to your content area.
3. **This is a group assignment.** Groups set up their own meetings. Approximately 15 minutes should do the trick. Discuss your assigned section – sharing how it relates to your content areas, connections to other academic disciplines, exciting ideas, etc.
4. In class, share out your section (based on the above meeting) whilst friends are actively listening, contributing to the discussion, and jotting down awesome ideas to their sections. Organizers are housed in a Google Doc (if another format works better for you – let me know!).
5. Share the link (Google Doc), in the assignment area, to your BP Organizers. **See the schedule for due dates.**

BP Organizer Checklist

To receive 2 points per BP Organizer, it contains:

- the 5 assigned reading sections w/ reading notes.
- evidence of added notes, in each section, from class discussion. Evidence: notes are dated and/or color-coded, and
- and it is submitted on time.

2. Subjects Matter (SM) Action Plan

Second half of the semester, we explore *Subject Matters* and complete an **action plan** based on Howard's *Good to Great Teaching: Focusing on Literacy Work that Matters*. **Action plans** provide teachers a space to collect, organize, and support their instructional moves through professional decision making.

Action Plan: 30 Points (10 action plans, 3 points each)

Timeline: Weeks 9-13

Directions:

1. Assessment: Review the Action Plan Checklist, below, to support writing your action plans.
2. During weeks 9-13 read 2 chapters a week and fill in an action plan. We will share action plans during class.
3. Use the Action Plan template, on the next page, to organize your goal, action steps, and plans for action!
4. Same as the BP Organizer, share the link to your Action Plans (Google Docs), in the assignment area, on the due dates located in the schedule.

Action Plan Checklist

To receive 3 points for each action plan you submit, include the following:

- Teaching Goal.** I turned the chapter heading into a working, meaningful and applicable content-area teaching goal.
- Action Steps.** I used the heading or subheadings to support 5+ action steps related to my content-area teaching goal. I included page numbers.
- Plans for Action.** I addressed each action step (above) and how I might use it in my future classroom. I included page numbers so I can easily share out my ideas.
- Submit on time.**

Action Plan Template

Teaching Goal	Plans for Action
Action Steps to Achieve Goal	

3. Learning Activity

In Canvas, 10 modules contain an activity that supports weekly topics and readings. Activities are completed prior to class and evidence of each activity is placed at the end of your BP organizers (assignment 1) and action plans (assignment 2).

Learning Activity Documentation: 30 Points (3 points per activity)

Timeline: Weeks 3-13

Directions:

1. Assessment: Review the Activity Documentation targets (next page) prior to completing each activity.
2. Activities contain multiple components. Make sure to read the directions and simply complete all components of the activity.
3. Depending on the week, place your activity documentation at the end of a BP Organizer and/or Action Plan Template.

Activity Documentation

Targets	Meets Expectations	Below Expectations
<ul style="list-style-type: none"> • Activity is complete. Directions clearly followed. • Activity reflects understanding of and connections to content area(s). • Activity is placed at the end of the BP Organizer or Action Plan. 	3 points	0 - 2 points

4. Content/Strategy Lesson (course final)

Groups design and teach a lesson that highlights a specific literacy and/or learning **strategy** (Subject Matters) and applicable structures (Best Practice) to support students in learning **content**.

Content/Strategy Lesson: 20 Points

Timeline: Weeks 13-15

Directions:

1. Assessment: Teaching Rubric (we will look over the lesson plan and rubric in class)
2. Each group plans a content lesson that highlights a strategy from chapter 5 in Subject Matters and considers applicable structures (Best Practice).
3. Choose applicable before, during, and after reading/learning strategies from chapter 5 in Subject Matters. Use the lesson template, provided by the instructor, to support your instructional decisions (written) and teaching moves (performance).

Grading Scale

94 – 100 points = A	77 – 79 points = C+	60 – 63 points = D-
90 – 93 points = A-	74 – 76 points = C	< 60 points = F
87 – 89 points = B+	70 – 73 points = C-	
84 – 86 points = B	67 – 69 points = D+	
80 – 83 points = B-	64 – 66 points = D	

Late Work & Attendance Policies

I expect you to honor your responsibilities, including completion of all assigned readings, making punctual online posts, and doing your part for group work.

You must attend each class session, complete assignments and be ready to participate during Zoom meetings and canvas activities. Absences and late assignments should be discussed with the professor PRIOR to the meeting and/or due date.

Make sure you have someone you can rely on to take notes for you and fill in you IF miss a class.

Direction is left up to the instructor regarding the loss of points for missing a class. Attending class will likely be the single most important factor in determining your performance and grade in the course. Plan to attend every class. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. I am unable to re-teach the material to you if you are absent. Any exceptions to the attendance policy should be confirmed in writing. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veteran's educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are

absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.

- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Equal Access for Students with Disabilities

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](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Campus Policies

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

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.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event

that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). For more information about how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually, I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).