Course Information

Date Submitted: 12/27/2012

Current Prefix and Number: EDC - Curriculum and Instruction , EDC 533 - ADOLESCENT LITERACY ACROSS DISCIPLINES

Other Course:

Proposed Prefix and Number: EDC 533

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

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JUL 1 6 2013

OFFICE OF THE
SENATE COUNCIL

1. General Information

a. Submitted by the College of: College of Education

b. Department/Division: Education Curriculum &Instr

c. Is there a change in 'ownership' of the course? No

   If YES, what college/department will offer the course instead: Select...

e. Contact Person

   Name: Laurie Henry

   Email: lauriehenry@uky.edu

   Phone: 257-7399

   Responsible Faculty ID (if different from Contact)

   Name:

   Email:

   Phone:

f. Requested Effective Date

   Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: Adolescent Literacy Across Disciplines

   Proposed Title: Teaching Literacy Across the Disciplines

c. Current Transcript Title: ADOLESCENT LITERACY ACROSS DISCIPLINES

   Proposed Transcript Title: TEACHING LITERACY ACROSS DISCIPLINES

d. Current Cross-listing: none

   Proposed – ADD Cross-listing :

   Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

   LECTURE: 3

   Proposed Meeting Patterns

   LECTURE: 2

   DISCUSSION: 1

f. Current Grading System: ABC Letter Grade Scale

   Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

   Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit?   No

   Proposed to be repeatable for additional credit?   No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?   No

2i. Current Course Description for Bulletin: This course provides an in-depth study of theories and teaching methods for integrating literacy (including digital literacy) instruction into content area classrooms at the middle and high school levels. Instructional strategies, procedures, and assessments designed to increase vocabulary learning and comprehension of expository texts are emphasized.

   Proposed Course Description for Bulletin: This course provides an in-depth study of theories and teaching methods for integrating literacy (including digital literacy) instruction into content area classrooms at the K-12 levels. Instructional strategies, procedures, and assessments designed to increase vocabulary learning and comprehension of expository texts are emphasized.

2j. Current Prerequisites, if any: Prereq: Graduate standing or consent of the instructor

   Proposed Prerequisites, if any: Prereq: Graduate standing or consent of the instructor

2k. Current Supplementary Teaching Component:

   Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus?   No

   Proposed to be taught off campus?   No

   If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed?   No

   If YES, explain and offer brief rational:

5a. Are there other depts. and/or pgms that could be affected by the proposed change?   No

   If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program?   No

   If YES, list the program(s) here:

6. Check box if changed to 400G or 500:   No

Distance Learning Form

Instructor Name: Laurie Henry

Instructor Email: lauriehenry@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?   Timely and appropriate interaction will be assured through use of synchronous and asynchronous online discussion groups and virtual class meetings, which will be facilitated by faculty member. Video conferring and chat will be used for synchronous sessions and discussions, as needed. The syllabus does conform to the University Senate Guidelines and includes Distance Learning Considerations and information.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.   I have included an Equivalence of On-Campus and Online Delivery Option and syllabus (see attached documentation). In brief, they show that readings, the learning outcomes, course objectives, and assessment of student learning outcomes are identical to a face-to-face class. The course temporal lengths, office hours, class interaction and participation, presentation of content, evaluation of students, and assigments will be modified and comparable to the face-to-face class features. This web-based course uses multiple modes for course presentation. For example, in this class, the class-based discussion in the face-to-face class is active using electronic discussion boards (asynchronous communications) and online chat (synchronous). Class materials are available from the selected Learning Management System (e.g. Blackboard), and assignments are distributed and collected online in digital format. Students in the course will participate in online activities. All students will participate in the same experiences.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.   The integrity of student work is ensured by requiring the same requirements as a face-to-face class. Course assessment is based on participation and development of projects rather than examinations. The security of student work is facilitated by the security afforded by UK's Blackboard course system and UK's academic offense policies apply.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?   Yes

If yes, which percentage, and which program(s)?   25% for the Masters of Arts in Literacy

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Course readings will be available online through UK's Blackboard course platform. Textbooks will be available for purchase online and at the UK bookstore. The instructor will maintain virtual office hours that will be individually arranged via email and via telephone when applicable. Students may also participate in live online chat sessions. The syllabus includes details for accessing student services on campus for technology support and library support.

6.How do course requirements ensure that students make appropriate use of learning resources? The discussion boards and chats will be tracked for evidence of participation through the use of embedded data analytic tools. Readings will be monitored for download. Downloaded readings will be the subjects of discussion boards and chats. Assignments require the use of technology and publication resources.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Technology tools used in the course will be available to students in the College of Education Instructional Technology Center (ITC) located in the Taylor Education Building and the computer workstations in the Education Library in Dickey Hall. All software utilized in the course is freely available to UK students from the software download website managed by UKIT (download.uky.edu).

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? Students are informed of available student services in the course syllabus.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. Technology tools used in the course will be available to students in the College of Education Instructional Technology Center (ITC) located in the Taylor Education Building and the computer workstations in the Education Library in Dickey Hall. All software utilized in the course is freely available to UK students from the software download website managed by UKIT (download.uky.edu).

10.Does the syllabus contain all the required components? YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Laurie A. Henry

SIGNATURE|PFA223|Parker Fawson|Dept approval for ZCOURSE_CHANGE EDC 533|20121227

SIGNATURE|RSHAP01|Robert Shapiro|College approval for ZCOURSE_CHANGE EDC 533|20130114

SIGNATURE|PFA223|Parker Fawson|Approval resent to department for ZCOURSE_CHANGE EDC 533|20130124

SIGNATURE|MYRT|Martha L Geoghegan|College approval for ZCOURSE_CHANGE EDC 533|20130205

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_CHANGE EDC 533|20130402

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_CHANGE EDC 533|20130516

Courses	Request Tracking

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Browse...   Upload File

	ID	Attachment
Delete	1156	EDC533_DL.docx
Delete	1157	EDC533_DLform.doc
Delete	1788	EDC533_DL.docx

First   1   Last

Select saved project to retrieve...   ☐   Get   New

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

	Current Prefix and Number:	EDC - Curriculum and Instruction EDC 533 - ADOLESCENT LITERACY ACROSS DISCIPLINES	*Proposed Prefix & Number:*	EDC 533
*	What type of change is being proposed?		☐ Major Change ☑ Major – Add Distance Learning ☐ Minor - change in number within the same hundred series, exception same "hundred series" ☐ Minor - editorial change in course title or description which does not content or emphasis ☐ Minor - a change in prerequisite(s) which does not imply a change in or emphasis, or which is made necessary by the elimination or significal the prerequisite(s) ☐ Minor - a cross listing of a course as described above		

Should this course be a UK Core Course? ☐ Yes ⦿ No

If YES, check the areas that apply:

☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

☐ Inquiry - Humanities   ☐ Quantitative Foundations

☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

☐ Composition & Communications - I ☐ Global Dynamics

1.	General Information			
a.	Submitted by the College of: College of Education		Submission Date:	12/27/2012
b.	Department/Division:	Education Curriculum & Instr		
c.*	Is there a change in "ownership" of the course?			
	☐ Yes ⦿ No If YES, what college/department will offer the course instead? Select...			
e.*	* Contact Person Name: Laurie Henry Email: lauriehenry@uky.edu Phone: 257-7399			
	* Responsible Faculty ID (if different from Contact) Email: Phone:			
f.*	Requested Effective Date: ☑ Semester Following Approval OR Specific Term: [2]			
2.	**Designation and Description of Proposed Course.**			
a.	Current Distance Learning(DL) Status:	☐ N/A ☐ Already approved for DL* ⦿ Please Add ☐ Please Drop		
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) tha changes do not affect DL delivery.			
b.	Full Title:	Adolescent Literacy Across Disciplines	*Proposed Title:* *	Teaching Literacy Across Disciplines

c.	**Current Transcript Title** (if full title is more than 40 characters):		ADOLESCENT LITERACY ACROSS DISCIPLINES
c.	*Proposed Transcript Title (if full title is more than 40 characters):*		TEACHING LITERACY ACROSS DISCIPLINES

d.	**Current Cross-listing:**	☑ N/A	OR	Currently [1] Cross-listed with (Prefix & Number):	none
	Proposed – ADD [2] Cross-listing (Prefix & Number):				
	Proposed – REMOVE [3,4] Cross-listing (Prefix & Number):				

e. Courses must be described by **at least one** of the meeting patterns below. Include number of actual contact hours [5] for each meeting pattern type.

Current:	Lecture 3	Laboratory [5]		Recitation	Discussion	Indep. St
	Clinical	Colloquium		Practicum	Research	Residency
	Seminar	Studio		Other	Please explain:	
Proposed: *	Lecture 2	Laboratory [5]		Recitation	Discussion 1	Indep. St
	Clinical	Colloquium		Practicum	Research	Residency
	Seminar	Studio		Other	Please explain:	

f.	**Current Grading System:**	ABC Letter Grade Scale
	Proposed Grading System: *	⦿ *Letter (A, B, C, etc.)* ○ *Pass/Fail* ○ *Medicine Numeric Grade (Non-medical students will receive a letter grade)* ○ *Graduate School Grade Scale*

g.	**Current number of credit hours:**	3	*Proposed number of credit hours:* *	3

h.*	**Currently, is this course repeatable for additional credit?**		○ Yes ⦿
*	*Proposed to be repeatable for additional credit?*		○ Yes ⦿
	If YES:	*Maximum number of credit hours:*	
	If YES:	*Will this course allow multiple registrations during the same semester?*	○ Yes

i. Current Course Description for Bulletin:

This course provides an in-depth study of theories and teaching methods for integrating literacy (including digital literacy) instruction into content area classrooms at the middle and high school levels. Instructional strategies, procedures, and assessments designed to increase vocabulary learning and comprehension of expository texts are emphasized.

* Proposed Course Description for Bulletin:

This course provides an in-depth study of theories and teaching methods for integrating literacy (including digital literacy) instruction into content area classrooms at the K-12 levels. Instructional strategies, procedures, and assessments designed to increase vocabulary learning and comprehension of expository texts are emphasized.

j. Current Prerequisites, if any:

Prereq: Graduate standing or consent of the instructor

* Proposed Prerequisites, if any:

Prereq: Graduate standing or consent of the instructor

*

k.	**Current Supplementary Teaching Component, if any:**	○ Community-Based Experience ○ Service Learning ○ Both
	Proposed Supplementary Teaching Component:	○ Community-Based Experience ○ Service Learning ○ Both ○ No Change
3.	**Currently, is this course taught off campus?**	○ Yes ●
*	*Proposed to be taught off campus?*	○ Yes ●
	If YES, enter the off campus address:	
4.*	**Are significant changes in content/student learning outcomes of the course being proposed?**	○ Yes ●
	If YES, explain and offer brief rationale:	
5.	**Course Relationship to Program(s).**	
a.*	**Are there other depts and/or pgms that could be affected by the proposed change?**	○ Yes ●
	If YES, identify the depts. and/or pgms:	
b.*	**Will modifying this course result in a new requirement[Z] for ANY program?**	○ Yes ●
	If YES[Z], list the program(s) here:	
6.	**Information to be Placed on Syllabus.**	
a.	☐ Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differen* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate and/or (ii) establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved fo
fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, ***distance learning*** is defined as
educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instruc
the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technolo

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the require
are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent e
students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

| Course Number and Prefix: | EDC 533 | Date: | 12/27/2012 |
| Instructor Name: | Laurie Henry | Instructor Email: | lauriehenry@uky.edu |

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based ☑   Interactive Video ☐   Hybrid ☐

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to Universit Syllabus Guidelines, specifically the Distance Learning Considerations?

   Timely and appropriate interaction will be assured through use of synchronous and asynchronous online discussion groups and virtual class meetings, which will be facilitated by faculty member. Video conferring and chat will be

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goal: student learning outcomes, etc.

   I have included an Equivalence of On-Campus and Online Delivery Option and syllabus (see attached documentation). I brief, they show that readings, the learning outcomes, course objectives, and assessment of student learning

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; acade policy; etc.

   The integrity of student work is ensured by requiring the same requirements as a face-to-face class. Course assessment is based on participation and development of projects rather than examinations. The security of student

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any defined above?

   Yes

   Which percentage, and which program(s)?

   25% for the Masters of Arts in Literacy

   *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delive months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom sett

   Course readings will be available online through UK's Blackboard course platform. Textbooks will be available for purchase online and at the UK bookstore. The instructor will maintain virtual office hours that will be individuall

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

   The discussion boards and chats will be tracked for evidence of participation through the use of embedded data analytic tools. Readings will be monitored for download. Downloaded readings will be the subjects of discussion

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

   Technology tools used in the course will be available to students in the College of Education Instructional Technology Center (ITC) located in the Taylor Education Building and the computer workstations in the Education

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/o course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

   Students are informed of available student services in the course syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

   ⦿ Yes
   ◯ No

   If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said tec

   Technology tools used in the course will be available to students in the College of Education Instructional Technology Center (ITC) located in the Taylor Education Building and the computer workstations in the Education

10. Does the syllabus contain all the required components, below? ☑ Yes

    ◦ Instructor's **virtual** office hours, if any.

    ◦ The technological requirements for the course.

    ◦ Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).

    ◦ Procedure for resolving technical complaints.

    ◦ Preferred method for reaching instructor, e.g. email, phone, text message.

    ◦ Maximum timeframe for responding to student communications.

    ◦ Language pertaining academic accommodations:

      ▪ "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Reso Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation v recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."

    ◦ Specific dates of face-to-face or synchronous class meetings, if any.

    ◦ Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)

      ▪ Carla Cantagallo, DL Librarian

      ▪ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)

      ▪ Email: dllservice@email.uky.edu

      ▪ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Laurie A. Henry

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Revised 8/00

[1] See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "r form will be sent to appropriate academic Council for normal processing and contact person is informed.

[2] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.

[4] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab me meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)

[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

[7] In order to change a program, a program change form must also be submitted.

Submit as New Proposal   Save Current Changes

Equivalence of Face-to-Face and Distance Learning, Internet/Web-based Delivery Option
EDC 533: Teaching Literacy across the Disciplines
Instructor: Laurie A. Henry
Office: 317 Dickey Hall
Office Telephone: 859-257-7399
Email: lauriehenry@uky.edu

<u>Proposed Bulletin Description</u>: This course provides an in-depth study of theories and teaching methods for integrating literacy (including digital literacy) instruction into content area classrooms at the K-12 school levels. Instructional strategies, procedures, and assessments designed to increase vocabulary learning and comprehension of expository texts are emphasized.

Table 1. Equivalence of On-campus and Online Course

Feature	Face to Face Delivery	Internet/Web-based Delivery
Course temporal length	One academic term, as described in the UK Academic Calendar	Temporal length of the course will "correspond roughly to that of the term (semester or summer) in which it is offered
Readings	Two textbooks; additional readings available via online course delivery system (e.g. Blackboard)	Two textbooks, additional readings available via online course delivery system (e.g. Blackboard)
Office Hours	Regular campus office hours; email and telephone communications	Regular online office hours, additional hours arranged individually through email or telephone as needed; email and telephone communications
Class interaction and participation	In class discussions, threaded online discussions, and emails related to assigned readings and projects	Threaded online asynchronous discussions, synchronous class meetings and chat discussions, emails related to assigned readings and projects
Presentation of content	In class lecture/discussion facilitated by slide presentations	Synchronous online lecture/discussion via Adobe Connect Pro, facilitated by slide presentations; archived lectures through slide presentations with audio voice overlay
Evaluation of Students	Mastery-based checklists and evaluation rubrics	Mastery-based checklists and evaluation rubrics including criteria that matches delivery of assignments in online platform

EDC 533: Teaching Adolescent Literacy across the Disciplines

College of Education
Department of Curriculum and Instruction (EDC)

Course Delivered via Internet/Web-based Technologies

Instructor:	Laurie A. Henry
Office Location	317 Dickey Hall; Mailbox located in 335 Dickey Hall
Phone Number	270-945-8808 (cell); 859-257-7399 (office)
Email	lauriehenry@uky.edu or lahenry96@gmail.com
Virtual Office Hours	Via Skype and Google Hangout; Time TBD Arranged individually through email and telephone as needed
Synchronous Class Meeting	Synchronous class meetings will be held weekly on Thursday evenings (7:00-8:30 pm) unless otherwise posted by the instructor.
Technological Requirements	Computer with internet access or access to UK computer facilities. Access to microphone/headphones. Active email account that is checked regularly for course communications.
For Technological assistance	Contact TASC at http://www.uky.edu/TASC or call 859-257-8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859-257-1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859-257-7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859-257-1300
Preferred method for contacting instructor	Email: lauriehenry@uky.edu Skype: lahenry96 or Google Chat: lahenry96 Text: 270-945-8808 Online Course Delivery Platform (e.g. Blackboard)
Anticipated Response Time	2 days/48 hours
Information on Distance Learning Library Service	http://www.uky.edu/Libraries/DLLS
DL Librarian	Carla Cantagallo, DL Librarian; local 859-257-0500 ext 2171 Long distance: 800-828-0439, option 6 dllservice@email.uky.edu
DL Interlibrary Loan Service	http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&llib_id16

Course Overview

The general purpose of this course is to provide an in-depth study of theories and teaching methods for integrating literacy instruction into content area classrooms at the middle and high school levels. The course will focus on the manner in which the language arts (including reading, writing, speaking, listening, viewing, and visually representing) are developed and used within the learning of discipline-specific curriculum, including adaptations for culturally diverse and exceptional learners. Additionally, the course will provide connections between knowledge of literacy processes, using language to support learning, and effective instruction that integrates reading and writing. The course content, readings, and assignments are designed to fulfill the Kentucky Teacher Standards within the conceptual framework for the professional education unit at the University of Kentucky, which emphasizes the theme, *Research and Reflection for Learning and Leading*. In addition, course activities will require access to the Kentucky core Content for Assessment and program of Studies for middle and/or high school levels. Finally, overarching themes throughout the course include the role of the middle and high school teacher as a reflective decision maker, teacher as researcher, culturally responsive pedagogy, and global citizenship.

Course Objectives/Learner Outcomes

1. Learners will increase their understanding and application of developmentally appropriate practices to promote middle and high school students' growth in literacy engagements (including reading, writing, listening, speaking, viewing, and visually representing)
2. Learners will be introduced to and implement literacy strategies that middle/high school students can apply to successfully comprehend, interpret, evaluate, and appreciate discipline specific texts.
3. Learners will create instructional goals and activities appropriate for middle/high school students' active learning through interaction with both print and digital text formats.
4. Learners will design, implement, and reflect upon instruction that supports middle/high school students' literacy development.
5. Learners will develop discipline specific instructional units that integrate reading, writing, speaking, and listening using multiple media formats to enhance middle/high school students' learning experiences.
6. Learners will demonstrate a basic understanding of literacy assessments for middle/high school students.
7. Learners will adapt instruction to accommodate middle/high school students' varying degrees of literacy proficiency.
8. Learners will identify and integrate appropriate texts (e.g. adolescent literature, trade books, and Internet resources) for instruction into their respective discipline specific area.
9. Learners will model effective oral and written communication.

Course Delivery

This course is designed for delivery via Internet/Web-based technologies as a Distance Learning course. Course participants will attend online class meetings throughout the semester in an online course delivery environment (e.g. Blackboard, Adobe Connect Pro).

Students are expected to participate in synchronous and asynchronous online discussions, class lectures, and presentations. All course requirements and assignments should be submitted electronically (via email or through the online course delivery environment) to the instructor on or before the stipulated due date.

Required Texts

Fisher, D., & Frey, N. (2012). *Improving adolescent literacy: Content area strategies at work*, 3rd ed. Allyn & Bacon.

Select one (1) of the following texts
The following texts are related to specific subject area disciplines. Learners are required to obtain one text relevant to his/her discipline area focus under the advisement of the course instructor.

English: Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts, 4-12.* Stenhouse.

Mathematics: Hancewicz, E. Heuer, L., Metsisto, D., & Tuttle, C. L. (2005). *Literacy strategies for improving mathematics instruction.* ASCD.

Social Studies: Ogle, D., Klemp, R. M., & McBride, B. (2007). *Building literacy in social studies: Strategies for improving comprehension and critical thinking.* ASCD.

Science (elementary): McKee, J., & Ogle, D. (2005). *Integrating instruction: Literacy and science.* Guilford Press.

Science (K-8): Douglas: R. (2006). *Linking science & literacy in the K-8 classroom.* NSTA.

* Additional readings from professional journals and other texts may be provided via e-reserve, emailed in digital format, and/or distributed through an online course delivery platform

Course Attendance and Participation

Attendance and participation in all synchronous and asynchronous course sessions is expected. This course includes a variety of learning engagements and activities that require your presence and active participation. Since we will be working collaboratively, your attendance and preparation for **ALL** class sessions are crucial. Absences will result in make-up of class sessions or exercises missed and/or additional assignments. Regular attendance, punctuality, and participation are expected in all scheduled online engagements. Unexcused absences will adversely affect your grade. More specifically, your final grade will be **lowered by 5 points for each** synchronous class session that you miss. **Two tardy arrivals will constitute as one absence.** Additionally, for an excused absence to be counted as such, documentation must be provided. If you must miss a class because of illness or other legitimate circumstance, **PLEASE** call, text, or email the instructor **before** the class session begins or as soon as possible afterwards.

You are expected to participate in synchronous and asynchronous class discussions, ask and answer questions, and voluntarily share your thoughts and ideas. The attendance/participation component of the course grade will reflect this requirement. It is expected that you will read and reflect on all required readings **PRIOR TO** the specified dates. Students are expected to exhibit courteous, professional behavior at all times. Everyone's opinion matters and may be expressed, but not to the extent that it becomes offensive to others. If serious concerns arise, documentation may be submitted to the program faculty.

Students anticipating an absence or delay in the submission of an assignment in observance of a major religious holiday are responsible for notifying the instructor in writing of anticipated absences or delays due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Assignments

This course includes a variety of experiences and assignments designed to support the learner's growth in learning effective methods of teaching literacy across the disciplines. As such, it is expected that all assignments will be submitted **electronically** on their due dates. Late assignments will be penalized 10% of the total point value of the assignment for each successive day past the due date. Daily assignments or other work missed due to an absence must be made up in full. Since all assignments are required, failure to submit work or participate fully in synchronous and asynchronous sessions or other events will result in the lowering of the final grade at the discretion of the instructor.

Academic Honesty: Cheating and Plagiarism

Academic honesty is always expected and assumed. Cheating and plagiarism are serious offenses that lead to significant consequences. The University views academic dishonesty very seriously. Plagiarism and cheating on any assignment or exam will receive a minimum penalty of the grade "E" for the assignment or exam. Students should be aware that suspension or dismissal from the University is a possible consequence of academic infractions.
See part II: Selected Rules of the University Senate, section VI – Student Academic Affairs, 6.3.0 – Academic Offenses and procedures
(http://www.uky.edu/StudentAffairs/Code/part2.html)

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism (e.g. TurnItIn.com)

Policy on Need for Instructional Modifications/Accommodations

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation, which details the recommended

accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.

Electronic Requirements

Email: Learners must have access to email and the Internet, either at home, work, or on campus. (UKY provides all students with free email accounts.) Learners will be required to send and receive electronic documents throughout the semester.

Online Course Delivery Platform: Learners must have access to an Internet-connected computer to access the online course delivery platform and participate in synchronous and asynchronous class sessions. Access to a microphone and headphones is also required for full participation. (UKY provides all students with access to a number of computer labs on campus, including the College of Education ICT and Library.)

Assignments: All required assignments must comply to a file format that is compatible with Microsoft Office software products (e.g. Word, Excel, PowerPoint) unless other arrangements are made with the course instructor. (UKY provides all students with a site license for Microsoft Office.)

Guidelines for Written Assignments

All written assignments will be evaluated for content and presentation as graduate-level writing. The American Psychological Association (APA) style shall be followed for all written work. All written work must be completed in digital form and should be proofread carefully. (Do not rely solely on spell check!) Please follow these guidelines:
- Present your ideas in a clear, concise, and organized manner avoiding wordiness and redundancy.
- Develop points coherently, definitively, and thoroughly.
- Refer to appropriate authorities, studies, and examples to document where appropriate (providing accurate citations).
- Use correct capitalization, punctuation, spelling, and grammar.

Substance is the primary criterion for evaluating and grading your written products in this course. In other words, *what* you say (its clarity, depth, insight, etc.) is the most important factor in determining your grades on written work. However, *how* you express yourself in writing (i.e., the form of the written work) will also be used to evaluate your products. Therefore, correct grammar, proper punctuation, correct spelling, neatness, and adherence to assignment guidelines will also be part of the grading process. Practicing and prospective teachers must be able to express themselves in writing clearly and cogently, so both substance and style will factor into grading your work.

Course Requirements and Evaluation

Undergraduate Students: Grades for this course are based on the following scale
    A = 90 – 100% (Excellent Work)

B = 80 – 89% (Good Work)
C = 70 – 79% (Satisfactory Work)
D = 60 – 69% (Unsatisfactory Work)
E = 59% and below (Failing)

Graduate Students: Grades for this course are based on the following scale
    A = 93 – 100% (Excellent Work)
    B = 86 – 92% (Good Work)
    C = 79 – 85% (Satisfactory Work)
    E = 78% and below (Unsatisfactory Work)

The following assignments will comprise the course grade:

Daily Participation and Attendance Grade – 10% – As we are building a community of learners, learning to be reflective decision makers and becoming professional educators who maintain the high standards set for us, attendance and participation must be high priority aims. Learners will be required to participate in synchronous and asynchronous class sessions, discussion, and individual and/or group activities carefully chosen to scaffold learning.

Online discussion participation – As part of being a reflective learner, you will earn approx. 3 points for an assignment. You will submit a total of 10 substantive online contributions. Students will be placed in 2 groups (Group A and Group B). The schedule for 7 online contributions will be as follows:

Dates	Group A	Group B
Week #2	Post to Blackboard by Mon., the XXth at 5 p.m.	Read posts; respond to Blackboard by Wed., the XXth at 5 p.m.
Week #4	Read posts; respond to Blackboard by Wed., the XXth at 5 p.m.	Post to Blackboard by Mon., the XXth at 5 p.m.
Week #5	Post to Blackboard by Mon., the XXth at 5 p.m.	Read posts; respond to Blackboard by Wed., the XXth at 5 p.m.
Week #7	Read posts; respond to Blackboard by Wed., the XXth at 5 p.m.	Post to Blackboard by Mon., the XXth at 5 p.m.
Week #9	Post to Blackboard by Mon., the XXnd at 5 p.m.	Read posts; respond to Blackboard by Wed., the XXnd at 5 p.m.
Week #11	Read posts; respond to Blackboard by Wed., the XXth at 5 p.m.	Post to Blackboard by Mon., the XXth at 5 p.m.
Week #13	Post to Blackboard by Mon., the XXth at 5 p.m.	Post to Blackboard by Wed., the XXth at 5 p.m.

For example, on Wed., the 13th at 11 a.m. **Group A** will post about the readings due for that day. The posts will be graded according to the following criteria:

    _____   Response includes pertinent references to at least 2 <u>readings</u> showing student learned from the texts.
    _____   Response incorporates a personal <u>viewpoint</u> on the readings.
    _____   Response shows that student has thought about the <u>complexities</u> of the educational issues.

Satisfying all three criteria will earn 3 points, two criteria 2 points, and 1 criterion 1 point.

Group B will be responsible for reading posts from classmates and using those posts to develop a response. A student can explain how a post from the other Group pushed the person's thinking, ask a question about a post, etc. An individual's performance will be graded according to the following criteria:

_____ Contribution includes references to the <u>reading</u> and classmates' <u>post</u>.
_____ Contribution to the discussion incorporated a personal <u>viewpoint</u> on the readings
              and responses.
_____ Contribution <u>enriched</u> the class online discussion and encouraged others' learning.

Satisfying all three criteria will earn 3 points, two criteria 2 points, and 1 criterion 1 point.

In addition to the schedule above, you will need to have an additional 3 responses submitted as you choose. These can be giving a thoughtful answer to a posed question, enriching the online discussion though a post or by sharing and discussing "outside" materials on the topic. These will be assessed using the same criteria above. Each student's total online discussion "submissions" will be 10.

30 points   Due date: weekly (Mon., Wed., Fridays)   Assessed by checklist

Leadership in class Discussions – 10% – Each learner will provide leadership for colleagues by taking on the role of discussion leader or facilitator. As discussion leaders, learners are responsible for:
- Reading and reflecting upon the given week's required readings and *selecting key information to emphasize* in discussion board postings.
- Locating at least one additional related source and providing the group with information (either verbal, written, or visual) to *extend the group's understanding* of the topic.
- Using appropriate instructional strategies to *actively engage* the group in experiences to enhance understanding of the topic during synchronous and asynchronous class sessions.
(KTS: 1, 2, 3, 4, 9, 10)

Literature Circles – 10% – Each learner will participate in literature circles that focus on text readings. These peer-led discussion groups will provide opportunities for you to discuss assigned readings and focus on ideas for teaching and learning with texts during synchronous class meetings. Participation in the book discussions will comprise the grade. Each week, leaners are responsible for:
1. Assuming various roles to fully prepare and participate in Internet/Web-based literature circle discussions.
2. Reading and reflecting upon the given week's required readings and selecting key information to emphasize in online discussions based on assigned role.
(KTS: 1, 3, 8, 10)

Literacy Assessment Inventory - 10% - The purpose of this assignment is for learners to identify and understand authentic classroom-based literacy assessments that align with discipline-specific instruction. As various literacy assessment techniques are introduced

throughout the semester, learners will compile an inventory of those assessments with a description of how that assessment can be applied within discipline-specific contexts. Learners will be required to identify the specific literacy skill that is being assessed as well as identify the type of assessment (informal/formal, objective/subjective, formative/summative, etc.).
(KTS: 1, 2, 5, 7)

Internet Text Sets – 10% --With increased attention to technology in the classroom and the many helpful websites available, teachers of all age groups will find useful online teaching tools. For this assignment, learners choose a discipline-specific theme. Then, learners research and find at least 10 websites that will help teach and/or present information related to that theme, which includes some type of literacy activity. The format for this assignment is that of an annotated bibliography. The annotation must include the APA style bibliographic information for the website followed by a paragraph summary, including:

1. Website description (e.g. instructional resource, student materials, content-specific information, etc.)
2. Example(s) of the information found on the website useful to your theme
3. Description of how you would use the site to support literacy in the discipline area

(KTS: 1, 2, 5, 6)

Position Statement on Discipline Specific Literacy – 25%– The purpose of this assignment is to synthesize theory, research and best practice from course readings, activities, and assignments into a coherent statement of philosophy related to adolescent literacy in the learner's content area. This statement should include a well-organized presentation of key points, support from theory and research, and specific recommendations for the integration of literacy strategies in the learner's content area. Further guidelines will be provided during the course.
(KTS: 1, 7)

Integrated Instructional Unit – 25% – Learners will work in collaborative groups to complete an integrated instructional unit that emphasizes literacy instruction in specific discipline areas. Groups will be organized based on educational grade levels (middle or high school). Collaborative groups at the middle school level will develop an interdisciplinary unit that includes multiple discipline areas and integrates reading, writing, listening, speaking, viewing, and/or visually representing. Collaborative groups at the high school level will develop a discipline-specific unit that integrates reading, writing, listening, speaking, viewing, and/or visually representing. Each group will publicly present their unit at the end of the course.
(KTS: 1, 2, 7, 8, 10)

Summary of Course Content and Course Calendar

DATE	TOPIC	READINGS/ASSIGNMENTS
Week 1	*Introduction & Course Overview* Setting the Literacy Stage What is content area literacy? Why do I need to know about teaching literacy? Historical Perspectives	
Week 2	Theoretical Foundations Behaviorism, constructivism, developmental models, social learning perspectives, etc. http://www.learning-theories.com/	Dunn (2002) Packer & Goicoechea (2000) Leu et al. (in press) Explore one theory further and bring article to share.
Week 3	Instructional Contexts that Support Literacy Learning Reciprocal teaching, demonstrations and modeling, learning stations, etc.	Fisher & Frey—Chapter 1 Science—Chapter 1 & Cases Social Studies—Chapter 2
Week 4 Literature Circle #1	Discourse Practices and Discipline-specific genres Characteristics of various texts, language structures and patterns. Reading print and non-print texts, including expository texts, visual texts, primary documents, charts, etc.	Fisher & Frey—Chapter 2 Science—Chapters 2 & 3 Math—Chapters 1, 2, & 4 Social Studies—Chapters 1 & 7 English—Chapters 1 & 2
Week 5 Literature Circle #2	Culturally Responsive Pedagogy and Global Citizenship Characteristics of culturally responsive teaching, embracing diversity, addressing the achievement gap, viewing the world through cultural lenses, global citizenship, and interconnectedness.	Fisher & Frey—Chapter 9 Science—Chapters 4 & 5 Social Studies—Chapters 4 & 5
Week 6 Literature Circle #3	Literacy Assessments in Discipline Specific Contexts Aligning standards with assessments, using assessments to guide strategic instruction, creating assessment criteria.	Science—Chapters 6-8 Math—Chapter 6 English—Chapters 8 & 10 **Position Statement—Draft 1 Due**
Week 7 Literature Circle #4	Vocabulary Development Word knowledge, vocabulary acquisition and application, intentional strategy instruction, word rich environments.	Fisher & Frey—Chapter 3 Science—Chapter 9 Social Studies—Chapter 3
Week 8 Literature Circle #5	Increasing Reading Comprehension Using graphic organizers, before/during/after reading strategies, read alouds, and shared readings.	Fisher & Frey—Chapters 4 & 6 Science—Chapters 10 & 12 English—Chapters 3 & 7 Social Studies—Chapter 6
Week 9	Note Taking for Increased Comprehension Note taking techniques for discipline-specific contexts, lecture and text-based.	Fisher & Frey—Chapter 7

Week 10 Literature Circle #6	Critical Literacy/Critical Media Literacy Critical evaluation of texts to determine relevancy, accuracy, author stance, bias, historical context, etc. Evaluating texts/messages to determine what is included or omitted.	Science—Chapter 11 English—Chapter 9 Social Studies—Chapter 8 **Literacy Assessment Inventory Due**
Week 11 Literature Circle #7	Questioning Strategies that Develop Higher Order Thinking Effective questioning techniques, questioning the author, question/answer relationships and connections, student-generated questioning.	Fisher & Frey—Chapter 5 Science—Chapter 13 Math—Chapter 5 English—Chapters 4 & 5
Week 12 Literature Circle #8	Writing To Learn Activities Using writing to learn activities across the disciplines to develop writing skills.	Fisher & Frey—Chapter 8 Science—Chapter 14 Math—Chapter 3 English—Chapter 6
Week 13	Submit via Email	**Internet Text Sets Due**
Week 14	Digital Tools that Support Writing Using various digital platforms to develop writing skills across the disciplines. Motivation and Engagement Factors affecting reading motivation, guidelines and strategies to promote reading motivation/engagement.	**Summary reports from Literature Circle Book Discussions Due**
Week 15	*Presentation of Integrated Instructional Units*	**Integrated Instructional Unit Due**
Week 16	All course requirements completed	**Position Statements—Final Draft submitted via email by 8:00 pm**

To facilitate learning, the instructor may alter the syllabus at any time during the semester

Alignment of Course Experiences

A check list depicting the congruence of course experiences with the various standards of the Department of Curriculum and Instruction and the College of Education, the Educational Professional Standards Board, the Kentucky Department of Education, and the International Reading Association/National Council of Teachers of English Standards for the English Language Arts to which we must align follows this brief narrative that explains the context for the checklist.

The conceptual framework for the professional education unit at the University of Kentucky (UK) is guided by the theme, ***Research and Reflection for Learning and Leading***. This theme is aligned closely with both the institutional vision and mission of UK and the vision and mission of the professional education unit. The theme reflects and guides how we approach preparation of professional educators within the context of a research extensive, land grant university. The mission of the **Department of Curriculum and Instruction** is to 1) Design, develop, and implement programs that will improve the quality of elementary, middle, and secondary education and provide educational leaders; 2) Prepare teachers and provide continuing

professional development; 3) Conduct and disseminate research; and 4) Provide services in a variety of educational and professional settings.

The UK Educator Preparation Unit Technology Standards.

Standard 1: Candidates integrate media and technology into instruction.
Standard 2: Candidates utilize multiple technology applications to support student learning.
Standard 3: Candidates select appropriate technology to enhance instruction.
Standard 4: Candidates integrate student use of technology into instruction.
Standard 5: Candidates address special learning needs through technology.
Standard 6: Candidates promote ethical and legal use of technology disciplines.

The **Education Professional Standards Board's (EPSB)** themes of diversity, assessment, literacy education, and closing the achievement gap are also imbedded in this course. The required text and supplemental readings pays attention to aspects of literacy instruction as it ties directly to the issue of diversity, paying attention to: who is privileged in literacy instruction; how literacy instruction should meet the needs of multicultural enrollments; the impact of race, poverty and power on students' literacy achievement; culturally responsive instruction within the new literacies paradigm; preparing literacy educators for divers settings; linguistic diversity, etc.

The **Kentucky Teacher Standards** include:

Standard 1: The teacher demonstrates applied content knowledge
Standard 2: The teacher designs and plans instruction
Standard 3: The teacher creates and maintains learning climate
Standard 4: The teacher implements and manages instruction
Standard 5: The teacher assesses and communicates learning results
Standard 6: The teacher demonstrates the implementation of technology
Standard 7: Reflects on and evaluates teaching and learning
Standard 8: Collaborates with colleagues/parents/others
Standard 9: Evaluates teaching and implements professional development
Standard 10: Provides leadership within school/community/profession

NCATE/EPSB Checklist for Syllabus: EDC 533	Addressed in Course
Skills and Dispositions of UK Educator Preparation Unit	
Functional Skill and Disposition 1: Candidates communicate appropriately and effectively.	X
Functional Skill and Disposition 2: Candidates demonstrate constructive attitudes	X
Functional Skill and Disposition 3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships	X
Functional Skill and Disposition 4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.	X
Functional Skill and Disposition 5: Candidates demonstrate a commitment to professional ethics and behavior	X
Education Professional Standards Board (EPSB) Teacher Standards	
Standard 1: Demonstrates applied content knowledge	X
Standard 2: Designs and plans instruction	X
Standard 3: Creates and maintains learning climate	X
Standard 4: Implements and manages instruction	X

Standard 5: Assesses and communicates learning results	X
Standard 6: Demonstrates the implementation of technology	X
Standard 7: Reflects on and evaluates teaching and learning	X
Standard 8: Collaborates with colleagues/parents/others	X
Standard 9: Evaluates teaching and implements professional development	X
Standard 10: Provides leadership within school/community/profession	X
UK Educator Preparation Unit Technology Standards	
Standard 1: Candidates integrate media and technology into instruction	X
Standard 2: Candidates utilize multiple technology applications to support student learning.	X
Standard 3: Candidates select appropriate technology to enhance instruction.	X
Standard 4: Candidates integrate student use of technology into instruction.	X
Standard 5: Candidates address special learning needs through technology.	X
Standard 6: Candidates promote ethical and legal use of technology disciplines.	X
EPSB Themes	
Diversity	X
Assessment	X
Literacy Education	X
Closing the Achievement Gap	X

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

<u>Introduction/Definition</u>: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix: EDC 533	Date: 12/23/2012
Instructor Name: Laurie A. Henry	Instructor Email: lauriehenry@uky.edu

Check the method below that best reflects how the majority of course of the course content will be delivered.
Internet/Web-based ☒   Interactive Video ☐   Hybrid ☐

	Curriculum and Instruction
1.	How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Timely and appropriate interaction will be assured through use of synchronous and asynchronous online discussion groups and virtual class meetings, which will be facilitated by faculty member. Video conferring and chat will be used for synchronous sessions and discussions, as needed. The syllabus does conform to the University Senate Guidelines and includes Distance Learning Considerations and information.
2.	How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. I have included an Equivalence of On-Campus and Online Delivery Option and syllabus (see attached documentation). In brief, they show that readings, the learning outcomes, course objectives, and assessment of student learning outcomes are identical to a face-to-face class. The course temporal lengths, office hours, class interaction and participation, presentation of content, evaluation of students, and assigments will be modified and comparable to the face-to-face class features. This web-based course uses multiple modes for course presentation. For example, in this class, the class-based discussion in the face-to-face class is active using electronic discussion boards (asynchronous communications) and online chat (synchronous). Class materials are available from the selected Learning Management System (e.g. Blackboard), and assignments are distributed and collected online in digital format. Students in the course will participate in online activities. All students will participate in the same experiences.
3.	How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The integrity of student work is ensured by requiring the same requirements as a face-to-face class. Course assessment is based on participation and development of projects rather than examinations. The security of student work is facilitated by the security affordanced of UK's Blackboard course system and UK's academic

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	offense policies apply.	
4.	Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No If yes, which percentage, and which program(s)? *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.	
5.	How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Course readings will be available online through UK's Blackboard course platform. Textbooks will be available for purchase online and at the UK bookstore. The instructor will maintain virtual office hours that will be individually arranged via email and via telephone when applicable. Students may also participate in live online chat sessions. The syllabus includes details for accessing student services on campus for technology suppport and library support.	

	Library and Learning Resources	
6.	How do course requirements ensure that students make appropriate use of learning resources? The discussion boards and chats will be tracked for evidence of participation through the use of embedded data analytic tools. Readings will be monitored for download. Downloaded readings will be the subjects of discussion boards and chats. Assignments require the use of technology and publication resources.	
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Technology tools used in the course will be available to students in the College of Education Instructional Technology Center (ITC) located in the Taylor Education Building and the computer workstations in the Education Library in Dickey Hall. All software utilized in the course is freely available to UK students from the software download website managed by UKIT (download.uky.edu).	

	Student Services	
8.	How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? Students are informed of available student services in the course syllabus.	
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes ☒ No ☐ If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.	

Abbreviations: TASC = Teaching and Academic Support Center   DL = distance learning   DLP = Distance Learning Programs

Revised 8/09

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	Does the syllabus contain all the required components, below? ☒ Yes
	Instructor's *virtual* office hours, if any.
	The technological requirements for the course.
	Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).
	Procedure for resolving technical complaints.
	Preferred method for reaching instructor, e.g. email, phone, text message.
	Maximum timeframe for responding to student communications.
	Language pertaining academic accommodations:
	o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
	Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
	o Carla Cantagallo, DL Librarian
	o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
	o Email: dllservice@email.uky.edu
	o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL.
	Instructor Name: Laurie A. Henry Instructor Signature:

Equivalence of Face-to-Face and Distance Learning, Internet/Web-based Delivery Option
EDC 533: Teaching Literacy across the Disciplines
Instructor: Laurie A. Henry
Office: 317 Dickey Hall
Office Telephone: 859-257-7399
Email: lauriehenry@uky.edu

Proposed Bulletin Description: This course provides an in-depth study of theories and teaching methods for integrating literacy (including digital literacy) instruction into content area classrooms at the K-12 school levels. Instructional strategies, procedures, and assessments designed to increase vocabulary learning and comprehension of expository texts are emphasized.

Table 1. Equivalence of On-campus and Online Course

Feature	Face to Face Delivery	Internet/Web-based Delivery
Course temporal length	One academic term, as described in the UK Academic Calendar	Temporal length of the course will "correspond roughly to that of the term (semester or summer) in which it is offered
Readings	Two textbooks; additional readings available via online course delivery system (e.g. Blackboard)	Two textbooks, additional readings available via online course delivery system (e.g. Blackboard)
Office Hours	Regular campus office hours; email and telephone communications	Regular online office hours, additional hours arranged individually through email or telephone as needed; email and telephone communications
Class interaction and participation	In class discussions, threaded online discussions, and emails related to assigned readings and projects	Threaded online asynchronous discussions, synchronous class meetings and chat discussions, emails related to assigned readings and projects
Presentation of content	In class lecture/discussion facilitated by slide presentations	Synchronous online lecture/discussion via Adobe Connect Pro, facilitated by slide presentations; archived lectures through slide presentations with audio voice overlay
Evaluation of Students	Mastery-based checklists and evaluation rubrics	Mastery-based checklists and evaluation rubrics including criteria that matches delivery of assignments in online platform

EDC 533: Teaching Adolescent Literacy across the Disciplines

College of Education
Department of Curriculum and Instruction (EDC)

Course Delivered via Internet/Web-based Technologies

Instructor:	Laurie A. Henry
Office Location	317 Dickey Hall; Mailbox located in 335 Dickey Hall
Phone Number	270-945-8808 (cell); 859-257-7399 (office)
Email	lauriehenry@uky.edu or lahenry96@gmail.com
Virtual Office Hours	Via Skype and Google Hangout; Time TBD Arranged individually through email and telephone as needed
Synchronous Class Meeting	Synchronous class meetings will be held weekly on Thursday evenings (7:00-8:30 pm) unless otherwise posted by the instructor.
Asynchronous Activities	Synchronous class sessions will be supplemented by asynchronous online discussions and Internet-based instructional modules equivalent to approximately 1.5 hours per week.
Technological Requirements	Computer with internet access or access to UK computer facilities. Access to microphone/headphones. Active email account that is checked regularly for course communications.
For Technological assistance	Contact TASC at http://www.uky.edu/TASC or call 859-257-8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859-257-1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859-257-7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859-257-1300
Preferred method for contacting instructor	Email: lauriehenry@uky.edu Skype: lahenry96 or Google Chat: lahenry96 Text: 270-945-8808 Online Course Delivery Platform (e.g. Blackboard)
Anticipated Response Time	2 days/48 hours
Information on Distance Learning Library Service	http://www.uky.edu/Libraries/DLLS
DL Librarian	Carla Cantagallo, DL Librarian; local 859-257-0500 ext 2171 Long distance: 800-828-0439, option 6 dllservice@email.uky.edu
DL Interlibrary Loan Service	http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&llib_id16

Course Overview

The general purpose of this course is to provide an in-depth study of theories and teaching methods for integrating literacy instruction into content area classrooms at the middle and high school levels. The course will focus on the manner in which the language arts (including reading, writing, speaking, listening, viewing, and visually representing) are developed and used within the learning of discipline-specific curriculum, including adaptations for culturally diverse and exceptional learners. Additionally, the course will provide connections between knowledge of literacy processes, using language to support learning, and effective instruction that integrates reading and writing. The course content, readings, and assignments are designed to fulfill the Kentucky Teacher Standards within the conceptual framework for the professional education unit at the University of Kentucky, which emphasizes the theme, *Research and Reflection for Learning and Leading*. In addition, course activities will require access to the Kentucky core Content for Assessment and program of Studies for middle and/or high school levels. Finally, overarching themes throughout the course include the role of the middle and high school teacher as a reflective decision maker, teacher as researcher, culturally responsive pedagogy, and global citizenship.

Course Objectives/Learner Outcomes

1. Learners will increase their understanding and application of developmentally appropriate practices to promote middle and high school students' growth in literacy engagements (including reading, writing, listening, speaking, viewing, and visually representing)
2. Learners will be introduced to and implement literacy strategies that middle/high school students can apply to successfully comprehend, interpret, evaluate, and appreciate discipline specific texts.
3. Learners will create instructional goals and activities appropriate for middle/high school students' active learning through interaction with both print and digital text formats.
4. Learners will design, implement, and reflect upon instruction that supports middle/high school students' literacy development.
5. Learners will develop discipline specific instructional units that integrate reading, writing, speaking, and listening using multiple media formats to enhance middle/high school students' learning experiences.
6. Learners will demonstrate a basic understanding of literacy assessments for middle/high school students.
7. Learners will adapt instruction to accommodate middle/high school students' varying degrees of literacy proficiency.
8. Learners will identify and integrate appropriate texts (e.g. adolescent literature, trade books, and Internet resources) for instruction into their respective discipline specific area.
9. Learners will model effective oral and written communication.

Course Delivery

This course is designed for delivery via Internet/Web-based technologies as a Distance Learning course. Course participants will attend online class meetings throughout the semester in an online course delivery environment (e.g. Blackboard, Adobe Connect Pro).

Students are expected to participate in synchronous and asynchronous online discussions, class lectures, and presentations. All course requirements and assignments should be submitted electronically (via email or through the online course delivery environment) to the instructor on or before the stipulated due date.

Required Texts

Fisher, D., & Frey, N. (2012). *Improving adolescent literacy: Content area strategies at work*, 3rd ed. Allyn & Bacon.

Select one (1) of the following texts
The following texts are related to specific subject area disciplines. Learners are required to obtain one text relevant to his/her discipline area focus under the advisement of the course instructor.

English: Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts, 4-12.* Stenhouse.

Mathematics: Hancewicz, E. Heuer, L., Metsisto, D., & Tuttle, C. L. (2005). *Literacy strategies for improving mathematics instruction.* ASCD.

Social Studies: Ogle, D., Klemp, R. M., & McBride, B. (2007). *Building literacy in social studies: Strategies for improving comprehension and critical thinking.* ASCD.

Science (elementary): McKee, J., & Ogle, D. (2005). *Integrating instruction: Literacy and science.* Guilford Press.

Science (K-8): Douglas: R. (2006). *Linking science & literacy in the K-8 classroom.* NSTA.

* Additional readings from professional journals and other texts may be provided via e-reserve, emailed in digital format, and/or distributed through an online course delivery platform

Course Attendance and Participation

Attendance and participation in all synchronous and asynchronous course sessions is expected. This course includes a variety of learning engagements and activities that require your presence and active participation. Since we will be working collaboratively, your attendance and preparation for **ALL** class sessions are crucial. Absences will result in make-up of class sessions or exercises missed and/or additional assignments. Regular attendance, punctuality, and participation are expected in all scheduled online engagements. Unexcused absences will adversely affect your grade. More specifically, your final grade will be **lowered by 5 points for each** synchronous class session that you miss. **Two tardy arrivals will constitute as one absence.** Additionally, for an excused absence to be counted as such, documentation must be provided. If you must miss a class because of illness or other legitimate circumstance, **PLEASE** call, text, or email the instructor **before** the class session begins or as soon as possible afterwards.

You are expected to participate in synchronous and asynchronous class discussions, ask and answer questions, and voluntarily share your thoughts and ideas. The attendance/participation component of the course grade will reflect this requirement. It is expected that you will read and reflect on all required readings **PRIOR TO** the specified dates. Students are expected to exhibit courteous, professional behavior at all times. Everyone's opinion matters and may be expressed, but not to the extent that it becomes offensive to others. If serious concerns arise, documentation may be submitted to the program faculty.

Students anticipating an absence or delay in the submission of an assignment in observance of a major religious holiday are responsible for notifying the instructor in writing of anticipated absences or delays due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Excused Absences:
Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Assignments

This course includes a variety of experiences and assignments designed to support the learner's growth in learning effective methods of teaching literacy across the disciplines. As such, it is expected that all assignments will be submitted **electronically** on their due dates. Late assignments will be penalized 10% of the total point value of the assignment for each successive day past the due date. Daily assignments or other work missed due to an absence must be made up in full. Since all assignments are required, failure to submit work or participate fully in synchronous and asynchronous sessions or other events will result in the lowering of the final grade at the discretion of the instructor.

Academic Honesty: Cheating and Plagiarism

Academic honesty is always expected and assumed. Cheating and plagiarism are serious offenses that lead to significant consequences. The University views academic dishonesty very seriously. Plagiarism and cheating on any assignment or exam will receive a minimum penalty of the grade

"E" for the assignment or exam. Students should be aware that suspension or dismissal from the University is a possible consequence of academic infractions.
See part II: Selected Rules of the University Senate, section VI – Student Academic Affairs, 6.3.0 – Academic Offenses and procedures
(http://www.uky.edu/StudentAffairs/Code/part2.html)

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism (e.g. TurnItIn.com)

Policy on Need for Instructional Modifications/Accommodations

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation, which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.

Electronic Requirements

Email: Learners must have access to email and the Internet, either at home, work, or on campus. (UKY provides all students with free email accounts.) Learners will be required to send and receive electronic documents throughout the semester.

Online Course Delivery Platform: Learners must have access to an Internet-connected computer to access the online course delivery platform and participate in synchronous and asynchronous class sessions. Access to a microphone and headphones is also required for full participation. (UKY provides all students with access to a number of computer labs on campus, including the College of Education ICT and Library.)

Assignments: All required assignments must comply to a file format that is compatible with Microsoft Office software products (e.g. Word, Excel, PowerPoint) unless other arrangements are made with the course instructor. (UKY provides all students with a site license for Microsoft Office.)

Guidelines for Written Assignments

All written assignments will be evaluated for content and presentation as graduate-level writing. The American Psychological Association (APA) style shall be followed for all written work. All written work must be completed in digital form and should be proofread carefully. (Do not rely solely on spell check!) Please follow these guidelines:
- Present your ideas in a clear, concise, and organized manner avoiding wordiness and redundancy.
- Develop points coherently, definitively, and thoroughly.
- Refer to appropriate authorities, studies, and examples to document where appropriate (providing accurate citations).

- Use correct capitalization, punctuation, spelling, and grammar.

Substance is the primary criterion for evaluating and grading your written products in this course. In other words, *what* you say (its clarity, depth, insight, etc.) is the most important factor in determining your grades on written work. However, *how* you express yourself in writing (i.e., the form of the written work) will also be used to evaluate your products. Therefore, correct grammar, proper punctuation, correct spelling, neatness, and adherence to assignment guidelines will also be part of the grading process. Practicing and prospective teachers must be able to express themselves in writing clearly and cogently, so both substance and style will factor into grading your work.

Course Requirements and Evaluation

Undergraduate Students: Grades for this course are based on the following scale
  A = 90 – 100% (Excellent Work)
  B = 80 – 89% (Good Work)
  C = 70 – 79% (Satisfactory Work)
  D = 60 – 69% (Unsatisfactory Work)
  E = 59% and below (Failing)

Graduate Students: Grades for this course are based on the following scale
  A = 93 – 100% (Excellent Work)
  B = 86 – 92% (Good Work)
  C = 79 – 85% (Satisfactory Work)
  E = 78% and below (Unsatisfactory Work)

The following assignments will comprise the course grade:

Daily Participation and Attendance Grade – 10% – As we are building a community of learners, learning to be reflective decision makers and becoming professional educators who maintain the high standards set for us, attendance and participation must be high priority aims. Learners will be required to participate in synchronous and asynchronous class sessions, discussion, and individual and/or group activities carefully chosen to scaffold learning.

Online discussion participation – As part of being a reflective learner, you will earn approx. 3 points for an assignment. You will submit a total of 10 substantive online contributions. Students will be placed in 2 groups (Group A and Group B). The schedule for 7 online contributions will be as follows:

Dates	Group A	Group B
Week #2	Post to Blackboard by Mon., the XXth at 5 p.m.	Read posts; respond to Blackboard by Wed., the XXth at 5 p.m.
Week #4	Read posts; respond to Blackboard by Wed., the XXth at 5 p.m.	Post to Blackboard by Mon., the XXth at 5 p.m.
Week #5	Post to Blackboard by Mon., the XXth at 5 p.m.	Read posts; respond to Blackboard by Wed., the XXth at 5 p.m.
Week #7	Read posts; respond to Blackboard	Post to Blackboard by Mon., the

	by Wed., the XXth at 5 p.m.	XXth at 5 p.m.
Week #9	Post to Blackboard by Mon., the XXnd at 5 p.m.	Read posts; respond to Blackboard by Wed., the XXnd at 5 p.m.
Week #11	Read posts; respond to Blackboard by Wed., the XXth at 5 p.m.	Post to Blackboard by Mon., the XXth at 5 p.m.
Week #13	Post to Blackboard by Mon., the XXth at 5 p.m.	Post to Blackboard by Wed., the XXth at 5 p.m.

For example, on Wed., the 13th at 11 a.m. **Group A** will post about the readings due for that day. The posts will be graded according to the following criteria:

_____ Response includes pertinent references to at least 2 readings showing student learned from the texts.
_____ Response incorporates a personal viewpoint on the readings.
_____ Response shows that student has thought about the complexities of the educational issues.

Satisfying all three criteria will earn 3 points, two criteria 2 points, and 1 criterion 1 point.

Group B will be responsible for reading posts from classmates and using those posts to develop a response. A student can explain how a post from the other Group pushed the person's thinking, ask a question about a post, etc. An individual's performance will be graded according to the following criteria:

_____ Contribution includes references to the reading and classmates' post.
_____ Contribution to the discussion incorporated a personal viewpoint on the readings and responses.
_____ Contribution enriched the class online discussion and encouraged others' learning.

Satisfying all three criteria will earn 3 points, two criteria 2 points, and 1 criterion 1 point.

In addition to the schedule above, you will need to have an additional 3 responses submitted as you choose. These can be giving a thoughtful answer to a posed question, enriching the online discussion though a post or by sharing and discussing "outside" materials on the topic. These will be assessed using the same criteria above. Each student's total online discussion "submissions" will be 10.

30 points   Due date: weekly (Mon., Wed., Fridays)   Assessed by checklist

Leadership in class Discussions – 10% – Each learner will provide leadership for colleagues by taking on the role of discussion leader or facilitator. As discussion leaders, learners are responsible for:
- Reading and reflecting upon the given week's required readings and *selecting key information to emphasize* in discussion board postings.
- Locating at least one additional related source and providing the group with information (either verbal, written, or visual) to *extend the group's understanding* of the topic.
- Using appropriate instructional strategies to *actively engage* the group in experiences to enhance understanding of the topic during synchronous and asynchronous class sessions.

(KTS: 1, 2, 3, 4, 9, 10)

Literature Circles – 10% – Each learner will participate in literature circles that focus on text readings. These peer-led discussion groups will provide opportunities for you to discuss assigned readings and focus on ideas for teaching and learning with texts during synchronous class meetings. Participation in the book discussions will comprise the grade. Each week, leaners are responsible for:
1. Assuming various roles to fully prepare and participate in Internet/Web-based literature circle discussions.
2. Reading and reflecting upon the given week's required readings and selecting key information to emphasize in online discussions based on assigned role.
(KTS: 1, 3, 8, 10)

Literacy Assessment Inventory - 10% - The purpose of this assignment is for learners to identify and understand authentic classroom-based literacy assessments that align with discipline-specific instruction. As various literacy assessment techniques are introduced throughout the semester, learners will compile an inventory of those assessments with a description of how that assessment can be applied within discipline-specific contexts. Learners will be required to identify the specific literacy skill that is being assessed as well as identify the type of assessment (informal/formal, objective/subjective, formative/summative, etc.).
(KTS: 1, 2, 5, 7)

Internet Text Sets – 10% --With increased attention to technology in the classroom and the many helpful websites available, teachers of all age groups will find useful online teaching tools. For this assignment, learners choose a discipline-specific theme. Then, learners research and find at least 10 websites that will help teach and/or present information related to that theme, which includes some type of literacy activity. The format for this assignment is that of an annotated bibliography. The annotation must include the APA style bibliographic information for the website followed by a paragraph summary, including:
1. Website description (e.g. instructional resource, student materials, content-specific information, etc.)
2. Example(s) of the information found on the website useful to your theme
3. Description of how you would use the site to support literacy in the discipline area
(KTS: 1, 2, 5, 6)

Position Statement on Discipline Specific Literacy – 25%– The purpose of this assignment is to synthesize theory, research and best practice from course readings, activities, and assignments into a coherent statement of philosophy related to adolescent literacy in the learner's content area. This statement should include a well-organized presentation of key points, support from theory and research, and specific recommendations for the integration of literacy strategies in the learner's content area. Further guidelines will be provided during the course.
(KTS: 1, 7)

Integrated Instructional Unit – 25% – Learners will work in collaborative groups to complete an integrated instructional unit that emphasizes literacy instruction in specific discipline areas. Groups will be organized based on educational grade levels (middle or high school). Collaborative groups at the middle school level will develop an interdisciplinary unit that

includes multiple discipline areas and integrates reading, writing, listening, speaking, viewing, and/or visually representing. Collaborative groups at the high school level will develop a discipline-specific unit that integrates reading, writing, listening, speaking, viewing, and/or visually representing. Each group will publicly present their unit at the end of the course. (KTS: 1, 2, 7, 8, 10)

Summary of Course Content and Course Calendar

DATE	TOPIC	READINGS/ASSIGNMENTS
Week 1	*Introduction & Course Overview* Setting the Literacy Stage What is content area literacy? Why do I need to know about teaching literacy? Historical Perspectives	
Week 2	Theoretical Foundations Behaviorism, constructivism, developmental models, social learning perspectives, etc. http://www.learning-theories.com/	Dunn (2002) Packer & Goicoechea (2000) Leu et al. (in press) Explore one theory further and bring article to share.
Week 3	Instructional Contexts that Support Literacy Learning Reciprocal teaching, demonstrations and modeling, learning stations, etc.	Fisher & Frey—Chapter 1 Science—Chapter 1 & Cases Social Studies—Chapter 2
Week 4 Literature Circle #1	Discourse Practices and Discipline-specific genres Characteristics of various texts, language structures and patterns. Reading print and non-print texts, including expository texts, visual texts, primary documents, charts, etc.	Fisher & Frey—Chapter 2 Science—Chapters 2 & 3 Math—Chapters 1, 2, & 4 Social Studies—Chapters 1 & 7 English—Chapters 1 & 2
Week 5 Literature Circle #2	Culturally Responsive Pedagogy and Global Citizenship Characteristics of culturally responsive teaching, embracing diversity, addressing the achievement gap, viewing the world through cultural lenses, global citizenship, and interconnectedness.	Fisher & Frey—Chapter 9 Science—Chapters 4 & 5 Social Studies—Chapters 4 & 5
Week 6 Literature Circle #3	Literacy Assessments in Discipline Specific Contexts Aligning standards with assessments, using assessments to guide strategic instruction, creating assessment criteria.	Science—Chapters 6-8 Math—Chapter 6 English—Chapters 8 & 10 **Position Statement—Draft 1 Due**
Week 7 Literature Circle #4	Vocabulary Development Word knowledge, vocabulary acquisition and application, intentional strategy instruction, word rich environments.	Fisher & Frey—Chapter 3 Science—Chapter 9 Social Studies—Chapter 3
Week 8 Literature Circle #5	Increasing Reading Comprehension Using graphic organizers, before/during/after reading strategies, read alouds, and shared readings.	Fisher & Frey—Chapters 4 & 6 Science—Chapters 10 & 12 English—Chapters 3 & 7 Social Studies—Chapter 6
Week 9	Note Taking for Increased Comprehension Note taking techniques for discipline-specific contexts, lecture and text-based.	Fisher & Frey—Chapter 7

Week 10 Literature Circle #6	Critical Literacy/Critical Media Literacy Critical evaluation of texts to determine relevancy, accuracy, author stance, bias, historical context, etc. Evaluating texts/messages to determine what is included or omitted.	Science—Chapter 11 English—Chapter 9 Social Studies—Chapter 8 **Literacy Assessment Inventory Due**
Week 11 Literature Circle #7	Questioning Strategies that Develop Higher Order Thinking Effective questioning techniques, questioning the author, question/answer relationships and connections, student-generated questioning.	Fisher & Frey—Chapter 5 Science—Chapter 13 Math—Chapter 5 English—Chapters 4 & 5
Week 12 Literature Circle #8	Writing To Learn Activities Using writing to learn activities across the disciplines to develop writing skills.	Fisher & Frey—Chapter 8 Science—Chapter 14 Math—Chapter 3 English—Chapter 6
Week 13	Submit via Email	**Internet Text Sets Due**
Week 14	Digital Tools that Support Writing Using various digital platforms to develop writing skills across the disciplines. Motivation and Engagement Factors affecting reading motivation, guidelines and strategies to promote reading motivation/engagement.	**Summary reports from Literature Circle Book Discussions Due**
Week 15	*Presentation of Integrated Instructional Units*	**Integrated Instructional Unit Due**
Week 16	All course requirements completed	**Position Statements—Final Draft submitted via email by 8:00 pm**

To facilitate learning, the instructor may alter the syllabus at any time during the semester

Alignment of Course Experiences

A check list depicting the congruence of course experiences with the various standards of the Department of Curriculum and Instruction and the College of Education, the Educational Professional Standards Board, the Kentucky Department of Education, and the International Reading Association/National Council of Teachers of English Standards for the English Language Arts to which we must align follows this brief narrative that explains the context for the checklist.

The conceptual framework for the professional education unit at the University of Kentucky (UK) is guided by the theme, ***Research and Reflection for Learning and Leading***. This theme is aligned closely with both the institutional vision and mission of UK and the vision and mission of the professional education unit. The theme reflects and guides how we approach preparation of professional educators within the context of a research extensive, land grant university. The mission of the **Department of Curriculum and Instruction** is to 1) Design, develop, and implement programs that will improve the quality of elementary, middle, and secondary education and provide educational leaders; 2) Prepare teachers and provide continuing

professional development; 3) Conduct and disseminate research; and 4) Provide services in a variety of educational and professional settings.

The UK Educator Preparation Unit Technology Standards.

Standard 1: Candidates integrate media and technology into instruction.
Standard 2: Candidates utilize multiple technology applications to support student learning.
Standard 3: Candidates select appropriate technology to enhance instruction.
Standard 4: Candidates integrate student use of technology into instruction.
Standard 5: Candidates address special learning needs through technology.
Standard 6: Candidates promote ethical and legal use of technology disciplines.

The **Education Professional Standards Board's (EPSB)** themes of diversity, assessment, literacy education, and closing the achievement gap are also imbedded in this course. The required text and supplemental readings pays attention to aspects of literacy instruction as it ties directly to the issue of diversity, paying attention to: who is privileged in literacy instruction; how literacy instruction should meet the needs of multicultural enrollments; the impact of race, poverty and power on students' literacy achievement; culturally responsive instruction within the new literacies paradigm; preparing literacy educators for divers settings; linguistic diversity, etc.

The **Kentucky Teacher Standards** include:

Standard 1: The teacher demonstrates applied content knowledge
Standard 2: The teacher designs and plans instruction
Standard 3: The teacher creates and maintains learning climate
Standard 4: The teacher implements and manages instruction
Standard 5: The teacher assesses and communicates learning results
Standard 6: The teacher demonstrates the implementation of technology
Standard 7: Reflects on and evaluates teaching and learning
Standard 8: Collaborates with colleagues/parents/others
Standard 9: Evaluates teaching and implements professional development
Standard 10: Provides leadership within school/community/profession

NCATE/EPSB Checklist for Syllabus: EDC 533	Addressed in Course
Skills and Dispositions of UK Educator Preparation Unit	
Functional Skill and Disposition 1: Candidates communicate appropriately and effectively.	X
Functional Skill and Disposition 2: Candidates demonstrate constructive attitudes	X
Functional Skill and Disposition 3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships	X
Functional Skill and Disposition 4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.	X
Functional Skill and Disposition 5: Candidates demonstrate a commitment to professional ethics and behavior	X
Education Professional Standards Board (EPSB) Teacher Standards	
Standard 1: Demonstrates applied content knowledge	X
Standard 2: Designs and plans instruction	X
Standard 3: Creates and maintains learning climate	X
Standard 4: Implements and manages instruction	X

Standard 5: Assesses and communicates learning results	X
Standard 6: Demonstrates the implementation of technology	X
Standard 7: Reflects on and evaluates teaching and learning	X
Standard 8: Collaborates with colleagues/parents/others	X
Standard 9: Evaluates teaching and implements professional development	X
Standard 10: Provides leadership within school/community/profession	X

UK Educator Preparation Unit Technology Standards

Standard 1: Candidates integrate media and technology into instruction	X
Standard 2: Candidates utilize multiple technology applications to support student learning.	X
Standard 3: Candidates select appropriate technology to enhance instruction.	X
Standard 4: Candidates integrate student use of technology into instruction.	X
Standard 5: Candidates address special learning needs through technology.	X
Standard 6: Candidates promote ethical and legal use of technology disciplines.	X

EPSB Themes

Diversity	X
Assessment	X
Literacy Education	X
Closing the Achievement Gap	X