LART 3010 – Teaching Reading and Writing in the Content Areas  
CN 80258  
3 Credit Hours  
Course Syllabus  
Fall 2015

Class Times and Classrooms  
Tuesday and Thursday, 11:15 A.M. – 12:30 P.M. (CN 80258-2) in G129

Note: Individuals with disabilities who need to request accommodations should contact 
the Disability Services Coordinator, Student Center 255, (678) 466-5445,  
disabilityservices@mail.clayton.edu

Instructor  
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Office Hours  
Tuesdays and Thursdays, 10:00 A.M. – 11:00 A.M. and 3:00 P.M. – 5:00 P.M

Communication  
If you have questions, the best way to contact me is to email me. I will respond to your 
email within 24 hours, although that time frame may not always be possible on 
weekends. I will use your CSU email account as my primary means of individual 
communication. I will not reply to emails sent from outside accounts, so email me only 
from your CSU account. GaView/ D2L has an email function, but I do not recommend 
that you email via that account if you have an urgent question because I do not check it as 
frequently as I do my CSU account. Check your CSU email daily; not checking your 
email will not serve as an excuse for not knowing the information I send via email.

GaView/D2L is another communication source we will use heavily. I will use the News feature 
to provide you with news and information related to language arts. Additionally, upcoming due
dates and important dates from the CSU calendar will appear in our course calendar of the homepage.

**Course Description:**
A course that focuses on the strategies necessary for effective communication in language arts, mathematics, science and social studies. Reading selections and strategies will reflect the subject matter content of the various disciplines, with emphasis on mathematics, science and social studies.

Prerequisite: Admission to the Middle Level Teacher Education Program

**Teacher Education Policy:** The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/professional education associations. Please refer to the course correlation matrices located at the following web site:

http://www.clayton.edu/arts-sciences/Teacher-Ed/Standards-Outcomes

**Conceptual Framework:**
The mission of the Teacher Education Unit is to prepare professional educators who engage in *reflective practice* and who are *competent, caring, committed, collaborative, culturally responsive*, and prepared to teach diverse learners in an ever-changing society. For the complete CSU Teacher Education Unit Conceptual Framework, follow the link below.

![Conceptual Framework](image)

**Program Outcomes**

**Teacher Education Outcomes:** In LART 3010 the teacher education candidate

- Plans for student learning (Outcome 2)
- Demonstrates appropriate knowledge (Outcome 4)
**English Outcomes:** In LART 3010 the teacher education candidate will

1. Interpret texts from various perspectives by using close readings supported by textual evidence, and informed by critical theory.
2. Conduct effective research and writing as it relates to the field of English studies, by using a variety of technological and information sources.

**Course Learning Outcomes:** Teacher candidates in LART 3010 will

1. understand how learners construct meaning by interacting with text and begin to understand how to diagnose problems that arise during such construction of meaning.
2. understand reading as an active process dependent upon prior knowledge and/or experiences and use specific strategies to overcome incorrect or inadequate background knowledge.
3. know and be able to use a variety of reading/learning strategies appropriate for use before, during, and after reading to assist middle grades students in reading and writing effectively in various content areas.
4. understand the connection between reading and writing and why this connection is important to reading skills development.
5. create activities and assessments that involve authentic reading and writing tasks for students who have diverse learning styles and ability levels.
6. evaluate textbooks and other curriculum materials to assess their readability.
7. understand how to assess students’ reading (comprehension and vocabulary) and writing skills.
8. demonstrate cooperative grouping strategies while working with teams constructed of his/her peers.
9. create language arts, mathematics, social studies, and science reading and writing lesson plans to use with a middle level class.
10. understand and use appropriate cooperative learning techniques when teaching reading and writing.
11. recognize, understand, and integrate into lesson planning relevant Georgia Literacy Standards for History/Social Studies, Science, and the Technical Subjects and Language Arts Georgia Standards of Excellence (see Georgia Department of Education website: [https://www.georgiastandards.org/Common-Core/Pages/ELA.aspx](https://www.georgiastandards.org/Common-Core/Pages/ELA.aspx) and [https://www.georgiastandards.org/Common-Core/Pages/CCGPS_Literacy.aspx](https://www.georgiastandards.org/Common-Core/Pages/CCGPS_Literacy.aspx))

**Required Texts for Fall 2015:**


Other required readings may include standards documents and professional journal articles.

**Recommended Texts:**


A writer’s handbook is strongly recommended but not required.

**Other Required Materials**
- Costs for printing and photocopying multiple copies of drafts of papers
- A CSU student email account that you check daily for changes, handouts, and announcements
- A laptop computer (with the CSU standard software package installed, including Microsoft Office 2010 with Web Expressions). For further information on CSU’s Official Notebook Computer Policy, please go to [http://itpchoice.clayton.edu/policy.htm](http://itpchoice.clayton.edu/policy.htm).
- Daily, reliable Internet access for GaVIEW D2L
- A thumb drive or cloud-based storage tool to save work

**Computer Requirement:**
Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student’s academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to [http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy](http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy).

**Software Requirement:**
To properly access the course content you will need to download the following free software:

**Computer Skill Prerequisites:**
- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
Able to send and receive e-mail using Outlook™ or Outlook Express™
Able to attach and retrieve attached files via email
Able to use a Web browser
Able to access and use Georgia View Desire 2 Learn (GaView/D2L)
Able to save work on a thumb drive, cloud, or other reliable digital storage device so that work is not lost if a computer crashes

In-Class Use of Notebook Computers and Electronic Devices:

Unless we are all using laptops for a specific class-based activity, laptops must be closed.
Student notebook computers will sometimes be used to compose in class, access course materials, create presentations, and communicate with your instructor. Unless we are all using notebook computers for class work or you are taking notes, your notebook computer should be closed. All other electronic devices must be off or set to vibrate. If you have an emergency situation that necessitates your needing access to your phone during class, please let me know before class begins. Using computers and other electronic devices for other purposes not related to what we’re doing in class together (e.g., shopping online, accessing social media, doing work for other classes) will be considered a disruption of class and may result in your being required to leave the classroom and receiving no credit for consequently missed work.

GeorgiaVIEW Desire2Learn (Online Classroom): On-line activity will take place in Desire2Learn, the virtual classroom for the course.

You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting: "D2L" on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

Course Work/Evaluation

Daily Formative Assessments 15%
The day-to-day work we do in class is extremely important because it is designed to bring what we read and talk about to life. If we’re going to teach middle grades students, we need to practice the strategies we will use. This work is not busy work; it’s intentionally crafted to increase the likelihood of your success as a middle-grades teacher. I believe we learn by doing, so we will put into practice the processes and strategies we read and talk about. Daily work may include the following formative assessments: class discussions (non-structured and structured) of required readings; writing-to-learn activities; quizzes; exercises; small-group collaborative plannings; and other in- and out- of class activities structured to reinforce and/or supplement readings and discussions. Because of the collaborative nature of many of these assignments, they may not be made up if missed, either because of absence or tardiness. Many of these assignments, unless otherwise noted, will be assessed as either complete (100), partially complete (75), or missing (0). I will use my professional discretion to determine degrees of completeness.

Notebook of Strategies and Assessments with Literacy Glossary 15%
You will develop a notebook of strategies throughout the semester that I hope you will find useful as you enter the field. This notebook will consist of 50 reading and writing strategies we read about and discuss in class. Include with each strategy an explanation of the strategy, including its purpose; a visual (if applicable) or example; and a research-based explanation of why you and when you would use the strategy. Additionally, your notebook must include a thorough glossary of 50 terms, which must only include the Tier 3 academic vocabulary of literacy learning in the content areas. Entries for the glossary must include quotes from our reading that include the term, a definition of the term if it is not provided within our texts, and any other paraphrase or explanation that will help you remember the term. Some entries may have multiple sources of definitions as various texts we will read will offer different ways of explaining concepts.

Sample Glossary Entry:
1. Schema:
   a. “how people organize the raw data of everyday experience into meaningful patterns…a collection of organized and interrelated ideas or concepts” (Alvermann et al. 24)
   b. It’s the organization of what we already know, i.e., prior knowledge
   c. The plural is schemata.
   d. The restaurant example – Because we’ve had many experiences with restaurants, we have a basic understanding of what to expect and do when we go to a new restaurant.

**Synthesis Papers**

During the semester you will complete three synthesis papers which serve two purposes. The first is to demonstrate that you are making sense of the work we are doing and thinking meaningfully about how you will put this work into practice. The second purpose is to demonstrate your ability to write well. One of the requirements for practicum in your senior year is scoring an average of 80 on the TEWA, the Teacher Education Writing Assessment for the middle grades program. In this class we will work diligently on improving your writing throughout the semester as we compose and revise your papers. Scoring an 80 on the third synthesis paper may satisfy the TEWA requirement.

Synthesis Paper assignments must be 3-5 pages long and double-spaced with 12-point font and proper MLA formatting. The CSU writing rubric, a copy of which is attached to this syllabus, will guide feedback.

**Text Set**

You will choose a standards-based theme or topic in one of your areas of concentration and gather a collection of texts you would use/offer students to differentiate, be culturally responsive, and scaffold their learning within a unit on your chosen theme or topic. The collection will include an annotated list of 4 texts of varying genres, an explanation of the reading level of each text, and a rationale for the selection of each text.

**Content-Area Reading and Writing Lesson Planning Project**
Situated within the context of a potential content-based unit plan for one of your areas of concentration, this project will include an overview of a unit on an appropriate grade-level topic in one of your areas of concentration; a list of the content and literacy standards the unit would address; an annotated bibliography of a possible text set (4) for this unit accompanied by an explanation of how and why you selected the texts; an explanation of the before, during, and after reading strategies you would use and teach within this unit using your text set; a description of how you would assess students' comprehension of the texts, including copies of the assessments; You also will develop a writing assignment related to the topic and texts for this unit. Included with the assignment will be a description of what you would need to explicitly teach students in order for them to successfully complete the assignment. You will also develop a rubric for assessing the writing as well as an example of an example of the completed assignment with feedback and ideas of what you would do next to help the writer improve.

**Learning Segments**
Throughout the semester you will develop three mini-lessons that you will teach to your group and video for assessment.

**Final Exam**

Grading
I use a 10-point grading scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F.

**Mid-term Progress Report**

The mid-term grade in this course will reflects approximately 20% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term, which occurs on October 9. [Instructions for withdrawing are provided at this link](#).

The last day to withdraw without academic accountability is Friday, October 9, 2015

**Course Policies**

**General Policy**
Students must abide by policies in the [Clayton State University Student Resource Handbook](#), and the [Basic Undergraduate Student Responsibilities](#).

Per Clayton State Policy, it is not appropriate to bring children to class.

**University Attendance Policy**
Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance Policy
I am frequently contacted by school systems to complete reference forms for current and former students seeking teaching positions. Regardless of the grade level or geographical location, schools always ask about teacher candidates’ attendance and punctuality because they reflect candidates’ professional dispositions. The time to begin establishing professional habits and a good reputation for attendance and punctuality is now as your mindset begins its shift from student to teacher. Teachers show up, they are on time, and they are prepared. I expect the same of you. Your attendance, therefore, is expected for all class periods.

Students who miss more than 20% of classes will be in danger of failing the course (more than 9 classes for MWF; 7 for TR). Because of the cumulative nature of the course material, if you miss 5 classes before the midpoint, you should consider withdrawing. I reserve the right to request that you be administratively removed from class if you miss more than 20% of the class. I will complete and submit to the Department of Teacher Education a Dispositions Form for students with excessive absences and/or tardies. Note: I follow the University Attendance Policy, including: “Students are expected to attend and participate in every class meeting. . . . The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.”

Please discuss your options with me if you have extenuating circumstances, a severe illness, etc., that may prevent you from successfully completing the course. Excusable absences include those that can be documented (doctor’s visit or court date for example). I should always be notified in advance of an impending excused absence. Presenting the written excuse is the responsibility of the student upon return to class and does not guarantee completion of missed work.

Missed work:
Without a valid excuse, a grade of zero points will be assigned for missed work. If a valid excuse is provided, you have four days to complete major assignments, which are those outlined in this syllabus. Most daily work (i.e., formative assessments), particularly collaborative work and work missed because of tardiness or leaving class early, may not be made up.

Late work:
I accept late major assignments (those listed specifically above) with a letter-grade-a-day penalty. If you are absent on a day that an assignment that was announced is due, you are responsible for submitting that assignment regardless of your attendance. Do not email me your late or missed work. Upload it into GaVIEW/D2L Dropbox as you normally would.

Submitting out-of-class work:
Unless I indicate otherwise, all out-of-class work must be submitted in Desire2Learn by the time and date indicated, and you must also bring a paper copy to class to give to me. *If your paper copy is more than one page and is not stapled, I will not accept it. If your paper copy is more than one page and is not stapled, I will not accept it.*

**Academic Dishonesty**
Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. Remember that any information that is not common knowledge, whether that information is directly quoted or paraphrased, must be properly cited within the text and in a works cited page. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Community Standards. Judicial procedures are described in the Student Resource Handbook (Procedures for Adjudicating Alleged Academic Conduct Infractions beginning on page 16).

**Plagiarism Detection Software.**
Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

**Disruption of the Learning Environment**
Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

A more detailed description of examples of disruptive behavior and appeal procedures is provided at:

http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf

**Writing Assistance**
The Writers’ Studio 224 is located in the A&S building, room 224. There you can talk with trained writing consultants about your writing projects. They are available to work with you at any stage of your paper, from generating ideas to organizing your paper to understanding how to format it correctly. The service is free; you may drop in and wait for a consultant or sign up for a regular appointment. But remember: you, not your consultant, are ultimately responsible for the quality and content of the papers you submit.
Aside from meeting with consultants one-with-one, you can also participate in writing workshops. In these workshops, faculty and consultants will guide you in discussions and activities important to academic writing topics. You will be identify, analyze, integrate, and synthesize writing principles through a series of writing exercises. Remember that we are here to collaborate with you as you develop your own experiences as a student-writer.

Visit our website for more information: http://clayton.edu/writersstudio.

There you will find a link to register for appointments online: http://clayton.mywconline.com

You will need to do a one-time registration. Simply click on the “Click here to register” link once at MYWCONLINE.

**Operation Study**

At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items. See the following site for details:

http://www.clayton.edu/operation-study

Below is the course schedule. I reserve the right to make changes as I see fit to meet our learning needs.
<table>
<thead>
<tr>
<th>Week</th>
<th>Reading Due for This Week</th>
<th>Major Assignments Due This Week</th>
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| **Week 1:** | Aug. 18<sup>th</sup> Introduction  
Aug. 20<sup>th</sup> : Common Core Literacy Standards  
Syllabus  
Syllabus |  |
| **Week 3:** | Topping and Manus, Ch. 1  
Fisher and Frey, Ch. 1 |  |
Beers (2003), Ch. 5, “Learning to Make an Inference” |  |
|  | Beers (2003), Struggling Readers Chart  
Beers (2003), Reading Chart |  |
<p>|  | <em>Synthesis Paper 1</em>: Reading and Writing Autobiography |  |</p>
<table>
<thead>
<tr>
<th>Week 5:</th>
<th>Sept. 15&lt;sup&gt;th&lt;/sup&gt;: Comprehension</th>
<th>Topping and McManus, Ch. 2</th>
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<tbody>
<tr>
<td>Sept. 17&lt;sup&gt;th&lt;/sup&gt;: Before Reading</td>
<td>Fisher and Frey, Ch. 2</td>
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<td>Fisher and Frey, Ch. 3</td>
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<tr>
<th>Week 7:</th>
<th>Sept. 29&lt;sup&gt;th&lt;/sup&gt;: During</th>
<th>Fisher and Frey, Ch. 4</th>
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Text Set
<p>| Week 8: Oct. 6th During Reading Strategies | Tupus and McManus, Ch. 5 | Synthesis Paper 2 |
| Oct. 8th Close Reading | Cummins, Introduction and Chapter 1 |
| Week 9: Oct. 15th Close Reading | Cummins, Ch. 2 - 4 | Planning Project Draft |
| Week 10: Oct. 20th Close Reading | Cummins, Ch. 5 - 6 |
| Oct. 22nd Close Reading | Cummins, Ch. 7 - 8 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Resources</th>
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<tbody>
<tr>
<td><strong>Week 12:</strong></td>
<td>Nov. 3rd</td>
<td>Writing to Learn</td>
<td>Knipper, Kathy J. and Timothy J. Duggan. “Writing to Learn across the Curriculum: Tools for Comprehension in the Content Area Classes.” <em>The Reading Teacher</em> 59.5 (2006): 462 – 470. Fisher and Frey, Ch. 8</td>
</tr>
<tr>
<td>Nov. 5th</td>
<td>Writing to Learn</td>
<td>Tupus and McManus, Ch. 4</td>
<td></td>
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</tbody>
</table>
| **Week 13:** | Nov. 10th | Learning to Write in the Content Areas | Modes of Writing  
Grymonpré, Kris, Allison Cohn, and Stacey Solomon. “Getting Past ‘Just Because’: Teaching Writing in Science Class.” *Science Scope*.  
Burke, Content Area Writing Help  
| Nov. 12th | Learning to Write in the Content Areas | Notebook of Strategies and Assessments with Literacy Glossary |
| **Week 14:** | Nov. 17th | Learning to Write in the Content Areas | Applebee and Langer  
Literacy Standards – Writing |
<p>| Nov. 19th | Online Sources | Planning Project Draft |</p>
<table>
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<tr>
<th>Assessing Writing</th>
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<tr>
<td><strong>Week 15:</strong> Nov. 24th New Literacies</td>
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| **Week 16:** Dec. 1st |
| Dec. 3rd |
| Workshop Lesson Planning Project |
| Dec. 8th |
| 10:15 A.M. – 12:15 A.M. |
| **FINAL EXAM** |
| Present Content-Area Reading and Writing Lesson Planning Project And Lesson Segment |