

EDCI 325 Content Literacy for Middle Level Learners
Winthrop University
Fall 2008
Thursdays 5:00pm -7:45pm
Withers 215
Mrs. Abbigail J. Armstrong

Instructor Information

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Office Hours:

Wednesdays: 11am-3pm

Thursdays: 1pm-5pm

Course Description: An examination of literacy strategies and materials appropriate for subject and interdisciplinary needs of developmentally diverse learners in middle schools.

Course Objectives:

- Identify needs and concerns of early adolescents
- Utilize literacy strategies appropriate for developmentally diverse middle level students in all core content areas
- Identify specific differences in young adolescents
- Develop applicable skills and dispositions

Required Text:

Irvin, J.L., Buel, R.D., Radcliffe, B.J. (2007). *Strategies to enhance literacy and learning in middle school content area classrooms* (3rd Ed.). Boston, MA: Pearson.

Galbrath, M., Vogel, R. (2008). *Voices of teens: In their own words*. Westerville, OH: National Middle School Association.

National Accreditation of Teacher Educators (NCATE) /National Middle School Association (NMSA) Standards

Major Standards Addressed in this course:

Standard 1 Young Adolescent Development

Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Standard 5 Middle Level Instruction and Assessment

Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Standard 6 Family and Community Involvement

Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.

Standard 7 Middle Level Professional Roles

Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

Attendance/Tardy Policy

According to Winthrop University Policy (p. 29 in 2007-2008 catalog) “students are expected to attend classes and should understand that they are responsible for the academic consequences of absence. The student is responsible for all requirements of the course regardless of absences. Instructors are not obligated to provide makeup opportunities for students who are absent...”

Additionally, it states that “if a student’s absence in a course total 25 percent (7 classes) or more of the class meetings for the course, the student will receive a grade of F, but the instructor may establish the attendance requirements for the course.”

Therefore, if you miss more than one class meeting in this class (EDCI 325), your grade will be dropped by one letter grade. Your grade will drop for each absence occurring after the initial one. **I will not discern between excused and unexcused absences. Therefore, USE YOUR ABSENCES WISELY!! You never know when you will become sick or have a family emergency.**

Your attendance in class is essential. If you must miss or be late to a class, please notify me **before** class by phone or email and let me know of your circumstances. (This excludes calling or texting another student, while they are in class).

Two times of arriving late or leaving early will count as one absence. If you come to class late, it is *YOUR RESPONSIBILITY* to see me after class to make sure your “absence” is changed to a “tardy” in my records.

****In the event of an absence, it is your responsibility to acquire any material covered in class and to find out about any assignments due for the next class meeting that may not be on the syllabus. See that any assignments due on that day make it to me on that day unless you are absent due to circumstances beyond your control.**

Use of Food and Technology in the Classroom

Unless it has been approved by the professor as part of a class project, you will not be allowed to have food or drinks inside the classroom. You may do so in the hall before or after class or during a scheduled break.

As a sign of respect for all members of our learning community, please be sure that **ALL** cell phones, pagers, two-ways, pda’s, blackberries, ipod’s, and all other electronic and Bluetooth wireless communication devices are **OFF and** out of sight during the entire duration of class. Only devices approved by the professor may be used. Please do not request for people to contact you during class, there will be appropriate times for that during breaks.

Students with Disabilities

Winthrop University is dedicated to providing access to education. If you have a disability and need classroom accommodations, please contact **Gena Smith, Program Director, Services for Students with Disabilities**, at 323-3290, as soon as possible. Once you have your Professor Notification Form, please tell me so that I am aware of your accommodations well before the first assignment, test, or paper.

Web-CT

You will be assigned four 3- hour modules to complete on-line. The dates for which the modules have been scheduled are on your course schedule. You will not report to class on the day the module is scheduled. You will post your assignment on WebCT by the given deadline.

Livertext Requirement

For completion of this course, you will need a LiveText account. This account may be purchased at the Bookworm for \$89. Certain key assignments from this course will be completed and assessed in LiveText. You will also be using LiveText in future teacher education courses, but you need only to purchase the account once. For additional information on LiveText at Winthrop, visit the Winthrop LiveText Support Website at <http://coe.winthrop.edu/livertext/>.

***Course Requirements and Assignments**

A hard copy of all assignments will be turned in as well as those designated as livertext assignments. Assignments will **NOT** be accepted via email unless you are unable to personally deliver an assignment due to illness or it has been previously approved by your professor.

Assignment	Description	Points Earned
Lesson Plan Post	You will write two lesson plans and post them on WebCt. Each of you will review the posted lesson plans and give your feedback using a lesson plan rubric or checklist paying careful attention to use of content literacy strategies. (15 points for each lesson plan post and feedback)	30
Mid-term	You will have to apply strategies discussed to certain situations, write a mini lesson plan and discuss uses of writing and reading strategies.	30
Modules	There will be three modules including three sections: <i>Think About It</i> , <i>Explore</i> and <i>Apply and Extend</i> on various topics. You will post your work to the web.	45
Correlation Packet	Using standards from your specialization area, you must correlate them to ELA standards and come up with an activity you can do to satisfy both.	20
Parent Literacy Packet	You will create an informational literacy packet that will go home to your students' parents. The purpose of the packet is to help parents understand how to help their children with literacy in the four content areas. You will also include information to help parents create a literacy community at home. This is a key assessment so it will be entered into livertext and if it is not done at an acceptable level, it must be re-done.	50
Final Exam		25
Total		200

Required Readings: Assessments and assignments will be based on your readings as well as class discussions and other information such as articles and internet research. Readings from the book and other sources of reading will serve as a resource for all that we do in class.

Grading Scale:

200-180= A

179-160= B

159-140= C

139-120= D

119-Below= F