



EDUC 575 Reading Problems in the Content Areas

Term: Fall 2019

Time: Arranged

Location: Kennedy Center, Oakland City

Professor Contact Information

Dr. Phillip A. Brown

School of Education – Graduate Studies

Instructor

E-mail: phbrown@oak.edu

Office Phone: Cell (270)-836-5930 with voice mail and texting

Office Hours: You can call, text, or email as needed. I am usually available 8-10 PM central time Monday thru Thursday. Contact me other times as needed.

Preferred Method of Contact: **Email and/or Cell phone – text or call**

Course Description

The content of this course examines appropriate methods and materials to be used in the secondary classroom with all students. Focus will be on models of instruction and materials development. Students will apply the research findings to the real classroom. 3 Credit hours

Prerequisite Studies

None

Diversity in the Oakland City School of Education

The School of Education (SoE) is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifestations;
- Respect for the individual and deviating perspectives that challenge us;
- Collaboration; and
- Creativity in thought and action.

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with CAEP Professional Standards as differences among groups of people and individuals based on ethnicity,

race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

The SoE is dedicated to preparing educators who value diversity in all its forms, differentiate instruction to accommodate diverse student populations, and interact with others in a professional and ethical manner. The SoE utilizes multiple indicators on clinical evaluations, dispositions assessments, and alumni and employer surveys to evaluate performance related to diversity.

Course Objectives

The course is a content area literacy course designed to prepare pre-service educators in examining appropriate methods and material used in the secondary classroom to assist literacy issues for all students. Upon successful completion of this course students will be able to:

1. Possess and present a deep and comprehensive understanding of best instructional practices and continuously promote activities which contribute to the academic success of all students. (ISSL BL 2)
2. Understand and mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources with the school community. (ELCC 4.2)
3. Present a broad and comprehensive understanding of reading development and disciplinary and content-area literacy skill, and demonstrate the ability to plan and deliver developmentally appropriate reading instruction in educator content areas which are based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research. (IDOE P-12 #7)

Instructional Design

Students will explore EDUC 575 Reading Problems in the Content Area through course readings, presentations, micro-teaching, lesson planning, unit planning, and independent research.

Online Learning Center

The Online Learning Center (OLC) at <https://elearning.oak.edu/> provides students with access to online classrooms (for fully online courses) and web assist resource rooms (for campus and hybrid courses). In addition to providing learning resources through the OLC the instructor may also post current News and Announcements about the course in the appropriate online classroom or resource room.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html. If you do not yet

have OCU library access please complete the Library Registration form at <https://myocu.wufoo.com/forms/library-registration/> (also found under Library at www.oak.edu).

Required Course Materials

The following resources are required in the completion of course learning activities.

Textbooks (REQUIRED)

Urquhart, Vicki, and Frazee, Dana, *Teaching Reading in the Content Areas: If not me, then who?* Third Edition, 2012, Denver, CO. ASCD McRel. ISBN: 978-1-4166-1421

Suggested Reading (Not Required). *This Is Disciplinary Literacy: Reading, Writing, Thinking, and Doing Content Area By Content Area*. Written by Releah Cossett Lent Corwin
Literacy Corwin Publishing 2016.

National Institute for Literacy (2007). *What content area teachers should know about literacy*. J Jessup, MD: Author. Retrieved from:
https://lincs.ed.gov/publications/pdf/adolescent_literacy07.pdf

Resources

Suggested Reading

In addition to the required text, the student is encouraged to explore other scholarly works in the course subject area (e.g., monographs, journals, theses, dissertations, etc.). Many of these types of works can be found online and provide the most current snapshot of the state of the art in the course subject matter.

Tentative Course Outline

The topics in this course will be explored according to the following learning schedule.

Unit	Lesson Title and Topics	Learning Activities Schedule
1	Exploring the Textbook and Articles 1. Read the Introduction, Chapter 1 The Knowledge Gear, and Chapter 2 The Strategies Gear 2. Start reading about the reading strategies in Part 2 3. Find the TWO articles on literacy for the article review assignment.	1. Start doing the Reading Responses for the Introduction, Chapters 1 and 2. 2. Start familiarizing yourself with the reading strategies in Part 2. 3. Start searching for TWO articles on literacy for the article review assignment. 4. As you are reading the textbook and articles, take note of considerations for selecting and evaluating textbooks and reading materials for students.
2	Exploring the Textbook and Articles 1. Read the Introduction, Chapter 3 The Goals and Dispositional Gear, and Chapter 4 Creating Literacy Rich Environments 2. Start reading about the reading strategies in Part 2 3. Start reading and writing TWO article reviews on literacy for the article review assignment.	1. Start doing the Reading Responses for Chapters 3 and 4. 2. Start familiarizing yourself with the reading strategies in Part 2. 3. Start reading and writing TWO articles on literacy for the article review assignment. 4. As you are reading the textbook and articles, take note of considerations for selecting and evaluating textbooks and reading materials for students.
3	Continue Exploring the Textbook and Articles Working on Applied Projects 1. Read about all of the reading strategies in Part 2 of the textbook. 2. Review your notes on considerations for selecting and evaluating textbook and reading materials. 3. Start your Textbook/Curriculum Evaluation Project. 4. Start your Micro-teaching Lesson Plan. You should include a reading strategy in your lesson plan, such as one from Part 2 in your textbook.	DUE: Reading Responses over the Textbook 1. Start your Textbook/Curriculum Evaluation Project/ 2. Start your Micro-teaching Lesson Plan.

Unit	Lesson Title and Topics	Learning Activities Schedule
4	<p>Continue Working on Applied Projects Content Units The text has many reading strategies for many content areas. You must include a reading strategies in your lesson plans.</p>	<p>DUE: Two Article Reviews on Literacy DUE: Micro-teaching Lesson Plan 1. Start working on your content unit working on content and developmentally appropriate instruction, incorporating appropriate reading strategies, and planning for cultural and diversity issues.</p>
5	<p>Continue Working on Applied Projects 1. Plan Micro Teaching Presentation 2. Continue Work on Content Unit</p>	<p>DUE: Textbook/Curriculum Evaluation Project 1. Continue working on content unit 2, Start work on Micro-teaching Presentation.</p>
6	<p>Submit Applied Projects Micro-Teaching Presentation</p>	<p>DUE: Content Unit DUE: Micro-teaching Presentation (Two possible options: 20 minute Video Teaching Demonstration to upload to a website, such as YouTube or you can present to the instructor on campus on Saturday, November 2, 2019 to do the presentation).</p>

Course Assignments and Assessments

The following assignments and assessments must be completed to pass the course.

Assignments and Assessments	Grade Value
1. Selected Chapter Questions	20 points
2. Article Reviews	20 points (2@10 points each)
3. Micro Lesson Plan	20 points
4. Micro Teaching	20 points
5. Textbook/curriculum plan review	20 points
6. Unit Plan	100 points
Total	200 points

Participation and Engagement

Participation for this class means the student will be **actively involved by submitting assignments and contacting the instructor regularly. Attendance in arranged class is taken through contact with Student/Professor (email, phone, meetings, etc.)**

Assignments

1. Selected Chapter Responses to the Text: The student is to read the required text **and reflect on selected prompts and questions over the chapters** in the textbook. Students may be assigned to write answers to specific questions and/or prompts and write reflections. (20 points)

Learning Outcome: Upon successful completion of this learning activity students should be able to: Understand and comprehend school culture, importance of literacy in content across the school curriculum and including all key stakeholders in this vision for academic success for all. (ISSL BL 4, ELCC 2.1)

2. Article Reviews (30 points): Each graduate student is to select **two** journal articles about literacy instruction. Prepare a one-page article summary and reflection for each and attach to the article.

Learning Outcome: Upon successful completion of this learning activity students should be able to: Understand the importance literacy plays in educational achievement but also in students' lifelong success after school. Students will be able to connect the importance of literacy and current trends in literacy to all stakeholders involved. (ISS BL 2 & 4)

3. Micro-Teaching Lesson Plan (20 points): Each candidate is to prepare a detailed lesson plan in your content area. If you are currently working please have it in the format you use for your place of employment. You should prepare all materials needed to teach the lesson (Power Point, game, etc.). The lesson must include both differentiated instructional strategies and reading strategies that are researched-based to meet the varying needs of learners found in middle and/or secondary schools. Suggested areas to develop a micro-lesson are: reading comprehension, word /letter recognition, oral language lesson, written language lesson, math lesson, science lesson, or a social studies lesson.

If not, it needs to be in the OCU format.

Learning Outcome: Upon successful completion of this learning activity students should be able to: develop a literacy based plan the include the shared vision of learning at the school (IDOE P-12 #7, ELCC 1.1)

4. Micro Teaching Lesson Presentation (20 points): Each candidate is to teach the 20-minute lesson that they developed a lesson plan for in their content area. All materials needed for the lesson need to be prepared (Power Point, game, etc.). The lesson must include both differentiated instructional strategies and reading strategies that are researched-based to meet the varying needs of learners found in middle and/or secondary schools. Suggested areas to develop a micro-lesson are: reading comprehension, word /letter recognition, oral language lesson, written language lesson, math lesson, science lesson, or a social

studies lesson. **This presentation can be accomplished by meeting on campus and presenting the lesson to your instructor on Saturday, November 22, 2019. Alternatively, you can record your lesson on video, upload the video to a website, such as YouTube, and send the link to your instructor.**

Learning Outcome: Upon successful completion of this learning activity students should be able to: develop a comprehensive understanding of literacy skill in their content area based on standards including resources from community and including an understanding of the diverse and school cultures that affect student growth and development. The student will be able to model behavior for the class and adult relationships including appropriate dispositions. (ISSL BL2 &3)

5. Textbook/ Curriculum Evaluations (20 points): Each graduate student will evaluate a textbook/curriculum in his or her content area. You will develop a form to evaluate the text and/or the curriculum you use. Make sure to write your determination of strengths and weaknesses with a recommendation. What do you expect out of the textbook/curriculum and want it to contain? If you do not have a textbook and use other resources as your content, what are they and what do you require?

Learning Outcome: Upon successful completion of this learning activity students should be able to: develop, articulate and choose resources the support the school wide culture of achievement aligned to the school's vision of success for every student. (ELCC 1.1 & 4.2, ISSL BL 5)

6. Unit Plan (100 points): Each graduate student will develop a unit which they can use later in teaching. It must be a minimum of two weeks in length. The plan will include resources and 10 daily lesson plans that include: standards, objectives, content reading strategies (from the Uruhart and Frazee textbook), supplementary materials, resources, process/activity, adaptations for special needs and assessment procedures. Due by the end of the course.

Learning Outcome: Upon successful completion of this learning activity students will be able to: develop a unit containing school culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students (ELCC 2.1)

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for undergraduate and graduate programs is as follows:

Graduate Grading System			
Points	Grade	Value	Definition
193-200	A	4.0	Superior
185-192	A-	3.7	Excellent
177-184	B+	3.3	High Average
169-176	B	3.0	Average
161-168	B-	2.7	Low Average
153-160	C+	2.3	Below Average, Counting as Graduate Credit
145-152	C	2.0	Below Average, Counting as Graduate Credit
0-144	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit
	EC		Education Continuing, Ed. D
	WP		Graduate in Progress 3-years limit
	W		Withdrawal Official Approval

Assignment Rubrics

Assignment rubrics are on the pages that follow.

ASSIGNMENT 1: SELECTED CHAPTER RESPONSES (20 points)

Evaluation Rubric

Candidate Name _____ Date _____

Assessment Scales	Ineffective There is little to no evidence of addressing the Learning Outcome	Improvement Necessary The evidence addresses the Learning Outcome at an acceptable level.	Effective The evidence addresses the Learning Outcomes at a high level.	Highly Effective The evidence addresses the indicator at a consistently high level.
Rating Range:	1 to 1.75	2 to 2.75	3 to 3.50	3.75 to 4.0
Applicable Program, State and Professional Standards				
OCU Conceptual Framework		Professional Standards and Sub-Sections		
1 Skills 2 Disposition 3 Knowledge 4 Cultural Engagement		IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council		
Standards: 1, 2, 3, 4		IDOE:	ELCC:	
Assignment Criteria				Rating
The candidate provided comprehensive and in-depth coverage of the assigned topic of a leader’s role in organizational change. Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6				
The Candidate demonstrated an understanding of the roles of leadership in regards to diversity, fairness, ethics, and collaboration				
General Assignment Requirements				
The candidate demonstrated the value of modeling personal and professional behavior. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate submitted all assignments as required. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate’s paper was organized, coherent, and well planned. The student’s paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6				
The candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7				
Total Points				Final Rating:

ASSIGNMENT 2: Annotated Article Review (2 @ 10 points = 20 points)

Evaluation Rubric

Candidate Name _____ Date _____

Assessment Scales	Ineffective There is little to no evidence of addressing the Learning Outcome	Improvement Necessary The evidence addresses the Learning Outcome at an acceptable level.	Effective The evidence addresses the Learning Outcomes at a high level.	Highly Effective The evidence addresses the indicator at a consistently high level.
Rating Range:	1 to 1.75	2 to 2.75	3 to 3.5	3.75 to 4.0
Grade Range:	C	C+ to B-	B to B +	A- to A
Applicable Program, State and Professional Standards				
OCU Conceptual Framework		Professional Standards and Sub-Sections		
1 Skills 2 Disposition 3 Knowledge 4 Cultural Engagement		IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council		
Standards: 1, 2, 3, 4		IDOE:	ELCC:	
Assignment Criteria			Rating	
The candidate provided comprehensive and in-depth coverage of the assigned topic of a leader’s role in organizational change. Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6				
The Candidate demonstrated an understanding of the roles of leadership in regards to diversity, fairness, ethics, and collaboration				
General Assignment Requirements				
The candidate demonstrated the value of modeling personal and professional behavior. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate submitted all assignments as required. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate took an active part in all discussions and activities. Specific Standards: IDOE 3.1, 3.5 ELCC 2.2, 7.2				
The candidate’s paper was organized, coherent, and well planned. The student’s paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6				
The candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7				
Total Points			Final Rating:	

ASSIGNMENT 3: MICRO-TEACHING LESSON PLAN (20 points)

Evaluation Rubric:

Candidate Name _____ Date _____

Assessment Scales	Ineffective There is little to no evidence of addressing the Learning Outcome	Improvement necessary The evidence addresses the Learning Outcome at an acceptable level.	Effective The evidence addresses the Learning Outcomes at a high level.	Highly Effective The evidence addresses the indicator at a consistently high level.
Rating Range:	1 to 1.75	2 to 2.75	3 to 3.5	3.75 to 4.0
Applicable Program, State and Professional Standards				
OCU Conceptual Framework		Professional Standards and Sub-Sections		
1 Skills 2 Disposition 3 Knowledge 4 Cultural Engagement		IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council		
Standards: 1, 2, 3, 4		IDOE:	ELCC:	
Assignment Criteria			Rating	
The candidate provided comprehensive and in-depth coverage of the assigned topic of a leader’s role in organizational change. Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6				
The Candidate demonstrated an understanding of the roles of leadership in regards to diversity, fairness, ethics, and collaboration Specific Standards: IDOE 2.4, 2.5, 4.4, 5.3. ELCC 4.1, 5.4, 5.5				
General Assignment Requirements				
The candidate demonstrated the value of modeling personal and professional behavior. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate submitted all assignments as required. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate took an active part in all discussions and activities. Specific Standards: IDOE 3.1, 3.5 ELCC 2.2, 7.2				
The candidate’s paper was organized, coherent, and well planned. The student’s paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6				
The candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7				
Total Points			Final Rating:	

ASSIGNMENT 3: MICRO TEACHING PRESENTATION (20 points)

Evaluation Rubric

Candidate Name _____ Date _____

Assessment Scales	Ineffective There is little to no evidence of addressing the Learning Outcome	Improvement necessary The evidence addresses the Learning Outcome at an acceptable level.	Effective The evidence addresses the Learning Outcomes at a high level.	Highly Effective The evidence addresses the indicator at a consistently high level.
Rating Range:	1 to 1.75	2 to 2.75	3 to 3.5	3.75 to 4.0
Applicable Program, State and Professional Standards				
OCU Conceptual Framework		Professional Standards and Sub-Sections		
1 Skills 2 Disposition 3 Knowledge 4 Cultural Engagement		IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council		
Standards: 1, 2, 3, 4		IDOE:	ELCC:	
Assignment Criteria				Rating
The candidate provided comprehensive and in-depth coverage of the assigned topic of a leader’s role in organizational change. Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6				
The Candidate demonstrated an understanding of the roles of leadership in regards to diversity, fairness, ethics, and collaboration Specific Standards: IDOE 2.4, 2.5, 4.4, 5.3. ELCC 4.1, 5.4, 5.5				
General Assignment Requirements				
The candidate demonstrated the value of modeling personal and professional behavior. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate submitted all assignments as required. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate took an active part in all discussions and activities. Specific Standards: IDOE 3.1, 3.5 ELCC 2.2, 7.2				
The candidate’s paper was organized, coherent, and well planned. The student’s paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6				
The candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7				
Total Points				Final Rating:

ASSIGNMENT 5: TEXTBOOK/CURRICULUM EXAM (20 points)

Evaluation Rubric

Candidate Name _____ Date _____

Assessment Scales	Ineffective There is little to no evidence of addressing the Learning Outcome	Improvement necessary The evidence addresses the Learning Outcome at an acceptable level.	Effective The evidence addresses the Learning Outcomes at a high level.	Highly Effective The evidence addresses the indicator at a consistently high level.
Rating Range:	1 to 1.75	2 to 2.75	3 to 3.5	3.75 to 4.0
Applicable Program, State and Professional Standards				
OCU Conceptual Framework		Professional Standards and Sub-Sections		
1 Skills 2 Disposition 3 Knowledge 4 Cultural Engagement		IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council		
Standards: 1, 2, 3, 4		IDOE:	ELCC:	
Assignment Criteria			Rating	
The candidate provided comprehensive and in-depth coverage of the assigned topic of a leader’s role in organizational change. Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6				
The Candidate demonstrated an understanding of the roles of leadership in regards to diversity, fairness, ethics, and collaboration Specific Standards: IDOE 2.4, 2.5, 4.4, 5.3. ELCC 4.1, 5.4, 5.5				
General Assignment Requirements				
The candidate demonstrated the value of modeling personal and professional behavior. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate submitted all assignments as required. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate took an active part in all discussions and activities. Specific Standards: IDOE 3.1, 3.5 ELCC 2.2, 7.2				
The candidate’s paper was organized, coherent, and well planned. The student’s paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6				
The candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7				
Total Points			Final Rating:	

ASSIGNMENT 6: UNIT PLAN (100 points)

Evaluation Rubric

Candidate Name _____ Date _____

Assessment Scales	Ineffective There is little to no evidence of addressing the Learning Outcome	Improvement necessary The evidence addresses the Learning Outcome at an acceptable level.	Effective The evidence addresses the Learning Outcomes at a high level.	Highly Effective The evidence addresses the indicator at a consistently high level.
Rating Range:	1 to 1.75	2 to 2.75	3 to 3.5	3.75 to 4.0
Applicable Program, State and Professional Standards				
OCU Conceptual Framework		Professional Standards and Sub-Sections		
1 Skills 2 Disposition 3 Knowledge 4 Cultural Engagement		IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council		
Standards: 1, 2, 3, 4		IDOE:	ELCC:	
Assignment Criteria			Rating	
The candidate provided comprehensive and in-depth coverage of the assigned topic of a leader’s role in organizational change. Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6				
The Candidate demonstrated an understanding of the roles of leadership in regards to diversity, fairness, ethics, and collaboration Specific Standards: IDOE 2.4, 2.5, 4.4, 5.3. ELCC 4.1, 5.4, 5.5				
General Assignment Requirements				
The candidate demonstrated the value of modeling personal and professional behavior. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate submitted all assignments as required. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate took an active part in all discussions and activities. Specific Standards: IDOE 3.1, 3.5 ELCC 2.2, 7.2				
The candidate’s paper was organized, coherent, and well planned. The student’s paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6				
The candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7				
Total Points			Final Rating:	

Bibliography

Students wishing to explore the course content further may wish to consider the following sources. Several of these readings are historic standards in understanding key principles and best practices in the course subject matter.

Allington, Richard. *What Really Matters for Struggling Readers: Designing Research-based Programs*. New York: Addison-Wesley, 2001.

Balajthy, Ernest. "Technology and Current Reading/Literacy6 Assessment Strategies." *The Reading Teacher* 61 (November 2007): 240-247.

Blachowicz, Camille, L.Z. and Donna Ogle. *Reading Comprehension: Strategies for Independent Learners*. New York: Guilford Press, 2008.

Ciardiello, Vincent A. *First! Motivating Adolescent Readers with Question Finding*. Newark, Del: International Reading Association, 2007.

Considine, David, Julie Horton, and Gary Moorman. "Teaching and Reading the Millennial Generation through Media Literacy." *Journal of Adolescent and Adult Literacy* 52 (March 2009): 471-481.

Darvin, Jacqueline. "Real World Cognition Doesn't End When the Bell Rings: Literacy Instruction Derived from Cognition Research." *Journal of Adolescent and Adult Literacy* 49 (February 2006): 398-407.

Forcier, Richard C., and Don E. Descy. *The Computer as an Education Tool*. Upper Saddle River, N.J.: Pearson Education, 2008.

Graves, Michael. *The Vocabulary Book: Learning and Instruction*. New York: Teachers College Press, 2006.

Graves Michael (ed.) *Essential Reading on Vocabulary Instruction*, Newark, Del.: International Reading Association, 2009.

Harvey, Stephanie. "Nonfiction Inquiry: Using Real Reading and Writing to Explore the World." *Language Arts* 80 (September 2002): 12-22.

Kibby, Michael W. "What Will Be the Demands of Literacy in the Workplace in the Next Millennium?" *Reading Research Quarterly* 35 (July/August/September 2000): 380-381.

Lohr, Linda L. *Creating Graphics for Learning and Performance*. Upper Saddle River, N. J.: Pearson Education, 2008.

Miller, Paula, and Dagmar Koesling. "Mathematics Teaching for Understanding Reasoning, Reading and Formative Assessment." In S. Plaut, ed., *The Right to Literacy in Secondary*

- Schools: Creating a Culture of Thinking*. New York: Teachers College, Columbia University. (2009):65-79.
- Neufeld, P. "Comprehension Instruction in Content Area Classes." *The Reading Teacher* 59. (December 2005): 302-312.
- Parris, Sheri R., and Taliaferro, Cheryl. "Successful Secondary Teachers Share Their Most Effective Teaching Practices." In S. R. Parris, D. Fisher, and K. Headley (eds.), *Adolescent Literacy, Field Tested: Effective Solutions for Every Classroom*, pp. 219-227. Newark, Del.: International Reading Association, 2009.
- Pisha, Bart, and Peggy Coyne. "Jumping off the Page: Content Area Curriculum for the Internet Age." *Reading Online* 5 (November 2001): 1-18. Retrieved from <http://www.readingonline.org>.
- Prensky, Marc. "Turning on the Lights." *Educational Leadership* 65 (March 2008): 40-45.
- Rasinski, Timothy V., and James V. Hoffman. "Oral Reading in the School Literacy Curriculum." *Reading Research Quarterly* 38 (October/November 2003): 510-522.
- Reiss, Jody, *102 Content Strategies for English Language Learners*. Upper Saddle River, N.J.: Pearson Merrill Prentice Hall, 2008.
- Roe, Betty D., and Elinor P. Ross. *Integrating Language Arts through Literature and Thematic Units*. Boston: Pearson Allyn & Bacon, 2006.
- Snow, Catherine. "Ch. 2, Defining Comprehension." In *Reading for Understanding*. Santa Monica, Cal.: RAND Corporation, 2007.
- Wise, Bob, "Adolescent Literacy: The Cornerstone of Student Success." *Journal of Adolescent & Adult Literacy* 52 (February 2009): 369-275.
- Wonacott, Michael E. *High Schools That Work: Best Practices for CTE*. Research Triangle Park, N.C. Research Triangle Institute, 2002.

Course Policies

The following policies apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person's work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.
- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for **class**, he/she should contact Karen Nasser, the 504 coordinator at 812-749-1483 or by email: knasser@oak.edu. Her office is located in the Kennedy Center, room 203. If unavailable, Academic Affairs can be reached at (812) 749-1238. All **other** accommodations, please contact Student Life at (812) 749-1421.
- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancellations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter at [@OaklandCityU](https://twitter.com/OaklandCityU).
- **Document Formatting** – APA Style: Completed assignments must conform with the current edition of the Publication Manual of the American Psychological Association (APA). Be sure to check for correct grammatical usage, i.e. subject and verb agreement, citation format, and page setup. All assignments must be written in third person, past tense. Basic formatting protocols that should be followed include:
 - * Use correct spelling and grammar.
 - * Some assignments require a specific form or format—use as directed.
 - * Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.
 - * Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.

- * Use your name, course number, and assignment name as the file name of a document when submitted electronically.
- * Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.
- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.
- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Targeted Standards of Course Learning

The following mission statements and attached document, Standards for Reference, are to be applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner's intellectual, physical, spiritual, and social development
- Community service through positive leadership

School of Education – Graduate Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

The School of Education for Advanced Programs has woven the following six (6) critical strands to formulate the Conceptual Framework: Indiana Department of Education (IDOE) Educator Content and Developmental Standards, Standards Interstate New Teacher Assessment and

Support Consortium (InTASC), The Educational Leadership Constituent Council (ELCC) standards, Council for the Accreditation of Educator Preparation (CAEP); and Oakland City University's mission statement, from which the School of Education mission statement was derived.

The School of Education for Advanced Programs Conceptual Framework was reviewed in 2000, 2007, 2011, 2014 and 2019 is reflected in the expectations of our graduates.

This Conceptual Framework has a strong focus and clarification of purpose and expectations for our graduates. Intentionally, it is aligned with the mission of the university and its foundational learning outcomes. The central concept in the Conceptual Framework's main statement embodies the development of servant leadership. The SOE Conceptual Framework Components: Skills, Disposition, and Knowledge are in keeping with three (3) Program Outcomes to: (1) embody professional competency in leadership and service for local and global communities (Skills) (Hands); and (2) embrace moral integrity and spiritual development from a Christian perspective (Dispositions) (Heart); and (3) exhibit intellectual excellence that sustains lifelong learning (Knowledge) (Head).

Conceptual Framework Components

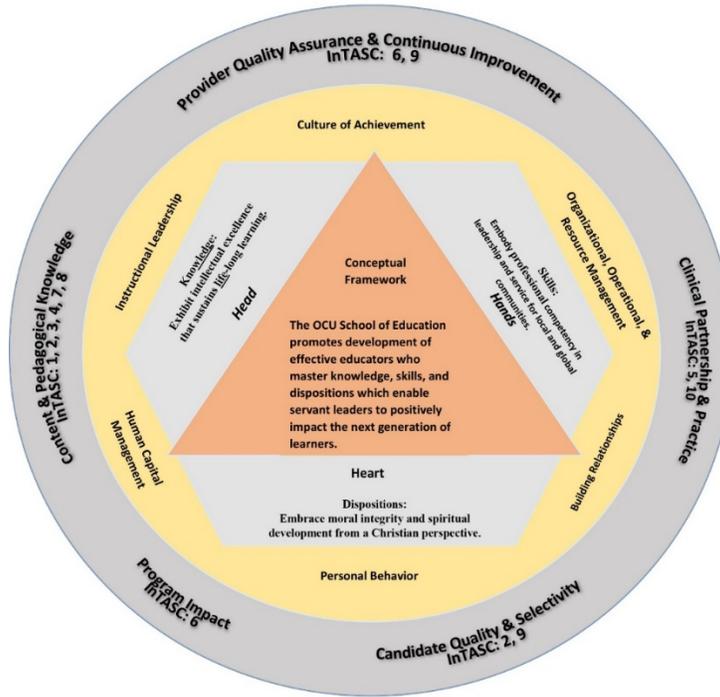
- 1. Skills (Hands)**
 - 1.1 Technological skills
 - 1.2 Pedagogical proficiency
- 2. Disposition (Heart)**
 - 2.1 Promotion of ethical and moral values
 - 2.2 Community service through positive leadership
 - 2.3 Lifelong learning and collaboration
- 3. Knowledge (Head)**
 - 3.1 Knowledge of student
 - 3.2 Knowledge of content

These outcomes are aligned by the graduate programs through the professional standards which are embraced by SOE and are represented by the five (5) standards in educational leadership espoused by the National Educational Leadership Preparation (NELP):

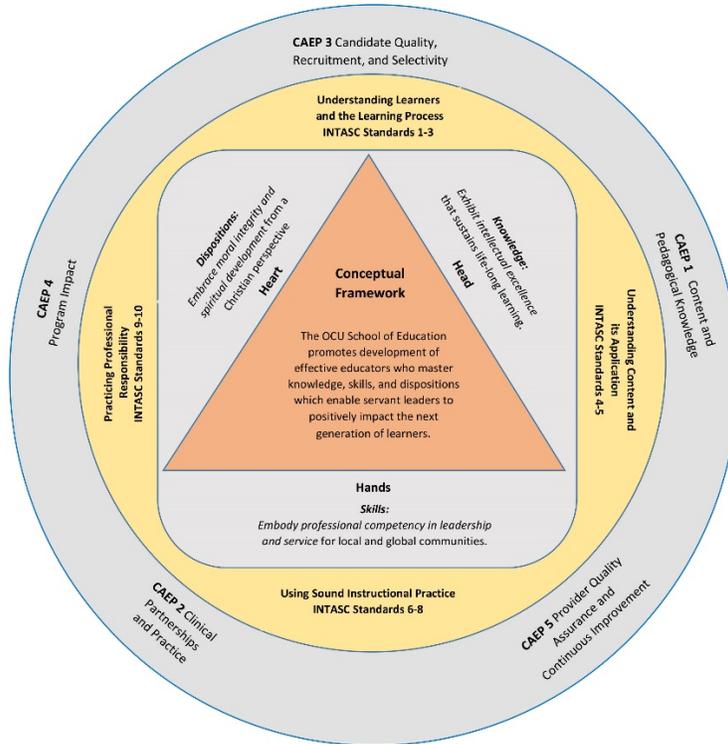
- Culture of Achievement
- Organizational, Operational, and Resource Management
- Personal Behavior
- Human Capital Management
- Instructional Leadership

Next, the Conceptual Framework embraces the ten (10) standards of InTASC and five (5) CAEP standards. The visual representation of the SOE conceptual framework for advanced programs is as follows:

Advanced Conceptual Framework



Initial Conceptual Framework



Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

No part of this course, including the syllabus, lessons, handouts, presentations, web pages, audio or video media, etc., may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Oakland City University, except when used for instructional purposes during which Oakland City University and the professor is acknowledged as the source of the material.

Copyright

© Copyright Oakland City University
138 North Lucretia Street
Oakland City, Indiana 47660
(800) 737-5125