"The Teacher as Competent Professional Educator"

I. **Catalog Course Description and Credit Hours of Course:** Provides the teacher candidate with a variety of methods and materials for improving reading skills at the secondary level. (2)

II. **Prerequisite (s):** Successful completion of Block I and admission to Teacher Education Program; Secondary: EF304, SE305, SE306, SE308, and SE275 must be taken concurrently. -OR- Middle: SE301, SE302, EF304, SE305, SE306, SE307, and SE275 must be taken concurrently.

III. **Purposes or Objectives of the Course:**
The student will demonstrate a knowledge base and skills necessary to:

A. Demonstrate professional responsibilities and appropriate dispositions for literacy instruction in the secondary school to make the content more accessible and understandable through active learning.

B. Demonstrate an understanding of the nature and function of reading.

C. Identify, develop and integrate effective literacy strategies for all categories of adolescent readers from the highly proficient to the disengaged and English language learners (ELL).

D. Demonstrate knowledge and effective utilization of comprehension strategies.

E. Demonstrate knowledge and effective utilization of vocabulary strategies.

F. Demonstrate knowledge and effective utilization of writing strategies.

G. Demonstrate knowledge and effective utilization of study strategies.

H. Demonstrate knowledge and effective utilization of instructional technology in literacy instruction.

I. Demonstrate knowledge and effective utilization of assessment tools to evaluate students’ literacy.

J. Demonstrate knowledge and effective integration of adolescent literature in the content areas.

K. Demonstrate knowledge of how reading, writing, speaking and listening interface
<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>COE (Conceptual Framework Standard Met)</th>
<th>DESI MoStep Standards Met</th>
<th>INTASC Standard Met</th>
<th>Assessment Ensuring that the Objective has been met</th>
<th>Number of Hours Allocated (15 per credit hour)</th>
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<tbody>
<tr>
<td>A Demonstrate professional responsibilities and appropriate dispositions for literacy instruction in the secondary school to make the content more accessible and understandable through active learning.</td>
<td>3.3 3.5 6.1 6.2</td>
<td>1.2.4,(1,2) 1.2.5,(1,2) 1.2.10.1 1.2.11.5</td>
<td>1.3 6.2</td>
<td>Aliteracy debate, Jigsaw Reading Activity (Articles include the place of literacy instruction in all classes), Textbook reviews to include readability statistics, Literacy lesson plans, (Online: Interview with reading professional), Group discussions and reflections</td>
<td>3</td>
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<td>B Demonstrate an understanding of the nature and function of reading.</td>
<td>1.2 6.1</td>
<td>1.2.2,(1,4)</td>
<td>1.1</td>
<td>Novice/ Expert Reading Lab, Aliteracy debate.</td>
<td>3</td>
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<tr>
<td>C Identify, develop and integrate effective literacy strategies for all categories of adolescent readers from the highly proficient to the disengaged and English language learners (ELL).</td>
<td>1.1 1.2 2.1 4.1 4.2 4.3</td>
<td>1.2.3,(1,2,4) 1.2.5,(1,2) 1.2.8,(1-3)</td>
<td>2.1 3.1 3.4 3.5 4.1 6.2</td>
<td>Cultures and Literacies Writing Assignment, Reflections on Reading Disability Simulations, Reflections on Myths of English Language Learners Survey, Student Interview</td>
<td>4</td>
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<tr>
<td>D Demonstrate knowledge and effective utilization of comprehension strategies.</td>
<td>1.2 1.5 2.1 4.1 4.3</td>
<td>1.2.2.4 1.2.3,(2,4) 1.2.5,(1,2)</td>
<td>2.5 3.1 3.4 4.1</td>
<td>Group work on Instructional Strategies involving survey of content area textbooks, Literacy Lesson plans and Textbook evaluations.</td>
<td>2</td>
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<tr>
<td>E Demonstrate knowledge and effective utilization of vocabulary strategies.</td>
<td>1.2 1.5 2.1 4.1 4.3</td>
<td>1.2.1.2 1.2.5.1 1.2.7,(1,3)</td>
<td>2.5 3.1 3.4 4.1</td>
<td>Round Robin Writing using vocabulary words, Response to written prompt on word skill strategies.</td>
<td>2</td>
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<tr>
<td>F Demonstrate knowledge and effective utilization of writing strategies.</td>
<td>1.2 1.5 2.1 4.1 4.3</td>
<td>1.2.1.1 1.2.5.2 1.2.7.3</td>
<td>2.5 3.1 3.4 4.1 6.2</td>
<td>Trait Writing Activities Writing prompt project (includes creation of prompt &amp; rubric, usage and constructive comments by peers)</td>
<td>3</td>
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<tr>
<td>G Demonstrate knowledge and effective utilization of study strategies.</td>
<td>1.2 1.5 2.1 4.1 4.3</td>
<td>1.2.5.2</td>
<td>2.5 3.1 3.4 4.1</td>
<td>Group work on study strategies and response to written prompt.</td>
<td>2</td>
</tr>
<tr>
<td>H Demonstrate knowledge and</td>
<td>5.1</td>
<td>1.2.11,(2,3)</td>
<td>6.4</td>
<td>Creation of I Webquest project,</td>
<td>3</td>
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</table>
### Relationship of the Conceptual Framework to Standards

Southeast Missouri State University’s Conceptual Framework is predicated on the belief that all students can learn and every child deserves dedicated teachers who have a firm grasp of content, are effectively trained, and know how to teach to high standards. An increasing emphasis on professional standards for educators reinforces the relevance of the College of Education’s vision of a **competent**, **reflective**, and **caring** professional as the grounding tenent of our conceptual framework as well as a commitment to proficiency in literacy, diversity and technology. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only a **competent** professional who actively reflects on his/her teaching, while maintaining a **caring** attitude, is and/or will be capable of meeting the intent of those standards.

### IV. Student Learning Outcomes

The students will:

A. Candidate identifies and investigates the central concepts, tools of inquiry, and structures of literacy processes and literacy instruction.

B. Candidate effectively integrates literacy strategies in their content area classes.

C. Candidate uses formal and informal assessment strategies to evaluate literacy materials and students’ literacy skills and levels.

### V. Expectations of Students:

Students will be expected to complete the following course requirements:

A. The teacher candidate will attend all class sessions.

B. The teacher candidate will be an active participant in class activities and discussions.
C. The teacher candidate will complete all assignments and take all examinations as delineated on the class schedule.

D. The teacher candidate will utilize the skills and concepts of this course by carrying out assignments in the coordinated field experience.

VI. **Course Content**

A. Readers, Teachers, Learners
   1. Literacy's Role in Middle and Secondary School
   2. Literacy and Aliteracy
   3. Foundations of Language Based Literacy.
   4. The Importance of Being a Literacy Based Teacher.

B. Active Learners and the Five Principles That Promote Active Learning.
   1. Use of Prior Knowledge
   2. Summarizing and Organizing
   3. Thinking Critically and Elaborating
   4. Metacognitive Awareness
   5. Employing a Wide Range of Literacy Strategies

C. Comprehension Strategies

D. Readiness Strategies for Literacy Learning.

E. Developing Vocabulary Knowledge and Strategies

F. Developing Effective Writing Strategies

G. Classroom Assessment of Literacy

H. Literature Across the Curriculum

I. Study Strategies

J. Supporting Students' Literacy
   1. In Multicultural Classrooms.
   2. ELL Student in Inclusive Classrooms

K. Expanding Literacy and Content Learning Through Computer Technology

L. Becoming an Effective Content Area Professional

VII. **Textbook and/or Required Readings:**

VIII. **Basis for Student Evaluation:**

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Discussions, Group work, Reflections &amp; Participation</td>
<td>30%</td>
<td>Weekly</td>
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</table>
Written Assignments
- Cultures and Literacy Paper
- Student Interview
- Interview of Reading Professional
- Book review and accompanying content area lesson plans.
- Internet Research Project Prompt (Webquest)
- Lesson Plans (Reading, Writing & Vocabulary)

Active Learning Experiences
- Jigsaw Reading Activity
- Novice Expert Reading Lab
- Aliteracy Debate
- Reading Disability Simulations
- Textbook Evaluation
- Cloze Reading Assessment
- Round Robin Writing
- Evaluating Example Papers of H.S. Students
- Bookstore Scavenger Hunt

Note: Weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

IX. Grading Scale
100-90% = A
89-80% = B
79-70% = C
69-60% = D
59% and below = F

X. Academic Policy Statement:
Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this case, the work must be that of the group. Academic dishonesty includes Plagiarism and Cheating.

XI. Student with Disabilities:
Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the
student’s responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: http://www6.semo.edu/lapdss/index.htm

XII. Civility and Harassment
The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XIII. Professional Dispositions for Teacher Education
The Dispositions, as assessed within Teacher Education are guided by the central core of the Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, were the guiding force in establishing the 11 current dispositions assessed beginning in Block II within the initial teacher preparation program and the clinical experiences at the graduate level. These dispositions continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement Disposition Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting. The following assessed dispositions are listed under the applicable Conceptual Framework Term.

Competent: Self-initiative/Independence
-Reliability/ Dependability
-Attendance/Punctuality

Reflective: Response to feedback

Caring: Tact judgment (with peers and/or instructors)
-Interaction with students, peers, teachers and others
-Collegiality
-Attitudes towards learners/Fairness
-Attitudes towards cultural, ethnic and socioeconomic diversity
-Commitment to the profession

DEPARTMENTAL APPROVAL DATE: 4-7-10, 4-25-12
COLLEGE COUNCIL APPROVAL DATE: 05-13-10, 5-8-12