
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS, Jan. 2019**Course: MAT512T****Instructor Information:**

Instructor Name	Mr. Daniel Hadary
Office Number:	308
Phone Number:	574-514-8630
Email:	dhadary@ccsj.edu
Office Hours:	Saturdays before 8am and after 4pm or by appointment.
Instructor Background: Education: Bachelors of Arts in Secondary English Education (Purdue University, Lafayette: 2007). Masters of Education (Indiana Wesleyan University, Marion: 2011). Professional Certificate in Educational Leadership (Indiana Wesleyan, Marion: 2015).	
Professional: Department Chair & Educator (Eng.) at Crown Point High School (2007 – Present); Adjunct Facilitator at Calumet College 2013 – Present, Traveling A.P. Consultant for the University of Notre Dame (2013 – Present); Adjunct Facilitator at the University of Phoenix, Merrillville (2012 – 2016).	

Course Information:

Course Time:	Week 1: Saturday, Jan. 5th : 8:00a.m. – 4:00p.m. Week 2: Saturday, Jan. 12th: 8:00a.m. – 4:00p.m. Week 3: Saturday, Jan. 19th: 8:00a.m. – 4:00p.m.
Classroom:	308
Prerequisites:	MAT 500 (Education Psychology), MAT 502 (Foundation in Education), MAT 504 (Child Development), MAT 516 (Curriculum Development), MAT 518 (Measurement and Evaluation)
Required Books and Materials:	Gunning, <i>Literacy Strategies in Secondary Classroom</i> & Additional Course readings will be provided as supplementals available through Blackboard.
Learning Outcomes/ Competencies: Students in this course will:	

- Identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts and essential content defined by Content-specific State Standards, and to apply that knowledge to the tasks of planning and delivering effective reading instruction and assessment.
- Understand and apply multiple secondary reading strategies to suit the individual need of each student while adhering to the Content-specific State Standards.
- Construct meaningful formative assessments used to evaluate a student's reading level, and then be able to accommodate to the various learning styles in a secondary classroom setting through the use of instructional differentiation.
- Evaluate the effectiveness of lesson plans using appropriate academic and behavioral measures (i.e. Bloom's Taxonomy, Gardner's Multiple Intelligences, Webb's Depth of Knowledge).
- Evaluate the effectiveness of reading strategies after implementation.
- Discover and understand a unified vision of the effective educator as exemplified in such standards and principles as the INTASC principles.
- **INTASC Teaching Standards:**
 - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
 - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
 - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
 - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
 - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues
 - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
 - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
 - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
 - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
 - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

This course meets the following learning objectives for the **Master of Arts in Teaching Program**:

1. Demonstrate understanding of how students learn and how they differ
2. Demonstrate knowledge of what to teach
3. Demonstrate how to teach effectively
4. Demonstrate effective implementation of technology
5. Demonstrate continuous personal and professional growth

<p>Course Description: This course develops understanding in solving reading problems encountered by secondary students in all content areas. The Reading and Content Area teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This course prepares teacher candidates with the basic principles of English Language Development (ELD) instruction as they relate to reading instruction for English Learners. This course provides teacher candidates the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.</p> <p>Clinical Experiences Required.</p>
<p>Learning Strategies:</p> <ul style="list-style-type: none"> • Socratic Seminars • Group Discussion • Think-Pair-Share • Read Aloud • Presentations/Mock Teaching • Formative Assessments • Field Experience
<p>Experiential Learning Opportunities: This course includes research-based problem solving to create or improve content-specific literacy program ; this course also contains multiple clinical experience requirements</p>

Assessments:																	
Major Assignments:	Clinical Experience	25pts															
	Literacy Lesson Plan & Teaching	20pts															
	Discipline Literacy Essay	20pts															
Assessments:	Clinical Observation 1 & Reflection	5pts															
	Clinical Observation 2 & Reflection	5pts															
Class Participation:	Course/Supplement Reading & Inquiry Questions	10pts															
	In-class discussion/Blackboard Reflection (weekly)	15 pts (5pts per week)															
Total		100pts															
<p>Grading Scale:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">100% – 92%: A</td> <td style="width: 33%;">91% – 90%: A-</td> <td style="width: 33%;"></td> </tr> <tr> <td>89% – 88%: B+</td> <td>87% – 82%: B</td> <td>81% – 80%: B-</td> </tr> <tr> <td>79% – 78%: C+</td> <td>77% – 72%: C</td> <td>71% – 70%: C-</td> </tr> <tr> <td>69% – 68%: D+</td> <td>67% – 62%: D</td> <td>61% – 60%: D-</td> </tr> <tr> <td>59% and below:</td> <td>F</td> <td></td> </tr> </table>			100% – 92%: A	91% – 90%: A-		89% – 88%: B+	87% – 82%: B	81% – 80%: B-	79% – 78%: C+	77% – 72%: C	71% – 70%: C-	69% – 68%: D+	67% – 62%: D	61% – 60%: D-	59% and below:	F	
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69% – 68%: D+	67% – 62%: D	61% – 60%: D-															
59% and below:	F																

Course Schedule:

Schedule:

Week One - Key Factors for Developing Content Literacy Skills in Grades 6-12

Week 1 will include a look at the following:

1. Identification of active and independent readers/learners
2. Meaning of *literacy*
3. The Mental Model
 - a. cognitive structure and schema theory
 - b. metacognition
 - c. phases and stages of comprehension
4. Major causes for content reading difficulties
5. Sociocultural influences in learning literacy
6. Role of motivation in literacy learning

*Supplemental reading assignments will be distributed in class to aid in discussion

Week Two - Content & Discipline Skill Development in Secondary Schools

Week 2 will include a look at the following:

1. Vocabulary Strategies (Universal and Content-Specific)
2. Lead 21 – Universal Literacy Skills
3. Content Specific Reading Skills
 - a. Text Structure Features
 - b. Fiction vs. Nonfiction Strategies
 - c. Assessing Student Understanding/Growth
4. Discipline Literacy

*Supplemental reading assignments will be distributed in class to aid in discussion

Week Three - Developing a Successful Content Literacy Environment/Program

Week 3 will include the following:

1. Literacy Lesson Plan Presentations
2. Differentiation Discussion
3. Developing/Improving an effective Content Literacy Program

*Supplemental reading assignments will be distributed in class to aid in discussion

I reserve the right to change this schedule to meet the needs of the class.

Responsibilities	
Attending Class	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the

	objectives of this course.
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work when due. In lieu of absences, tardiness, or late work, I will follow the CCSJ Grading Policy. Deductions and/or no credit may result. It is vital to the success of each student to be present in class for success on this course's assessments.
CCSJ Student Honor Code	This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to: <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Using Electronic Devices	Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.
Participating in Class	You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. Our discussions will tie in to the participation grade.
Doing Your Own Work	If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College. Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite PLEASE NOTE: All papers may be electronically checked for plagiarism.
Sharing Your Class Experience	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

Resources	
CCSJ Book Rental Program	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently

	located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore . All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.
Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services:	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	Through a partnership with Crown Counseling , Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor , at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org .
CCSJ Alerts:	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html .

Assignments	Description
Participation/Journal Reflections	<p>Students will complete reflective journals during this course. (Total 3 journal entries using Blackboard). You will answer specific questions for the journal reflections. Each question will be based on the prior week's classroom topic(s).</p> <p>Complete the required blackboard assignments and journal reflections. Then respond to at least two of your classmates for each discussion forum. Use the Blackboard Discussion Rubric to govern your responses. All responses should be substantial and detailed.</p> <p>Initial Response Due by Tuesday night, 11:59p.m. after each week; Two follow up responses are due by Friday at 11:59p.m.</p>
Observation Reflection x2	The clinical experience is a key component of this course. While the minimum requirement is that each student attends at least three full school days at their given assignment, more may be if desired (and agreed upon by the assigned teacher). During the first visit to the school, students are to observe their classroom teachers. For this assignment, each student must complete an Observation Form for the first visit, and then submit a Reflection/Analysis of the clinical observation experience. A copy of the clinical Observation Form will be attached is attached to the syllabus. Students may fill out the assignment with a pen, scan it, and submit it that way, or fill it out on the computer.

	<p>The reflection will focus on your assigned teacher's practices relating to building content literacy.</p>
<p>Literacy Lesson Plan & Presentation</p>	<p>Develop a Lesson Plan for our class, teaching material from your content area. The lesson should focus around reading comprehension while implementing highly effective content literacy strategies for developing skills of content literacy.</p> <p>Please include the following components:</p> <ul style="list-style-type: none"> ▪ A copy of the lesson plan using CCSJ's lesson plan template ▪ A clear learning goal for the lesson ▪ Correlation to Content & Grade Appropriate Standards. ▪ A thorough explanation of the literacy skills and strategies you will be implementing to assist your students in achieving the lesson goal. ▪ An assessment (formative or summative) to evaluate student performance, growth, and level of understanding. ▪ A hard copy of the lesson plan and any materials to be used in the lesson plan given to your instructor prior to teaching the lesson.
<p>Weekly Reading Discussion Questions</p>	<p>Each week, students will receive a reading relating to that week's instructional focus. Following class and completing the week's supplemental reading, students will respond in the appropriate Discussion Board location. Students are asked to synthesize their background knowledge with information gathered from the text and respond to the questions appropriately.</p> <p>Much like the participation posts, initial Response Due by Tuesday night, 11:59p.m. <u>after</u> each week; Two follow up responses are due by Friday at 11:59p.m.</p> <p>Please check Blackboard for the weekly focus question(s).</p>
<p>Clinical Experience</p>	<p>Clinical experiences are required for each education methods course. A clinical experience is being set up for you.</p> <p>Each student is required to complete a minimum of three days in their clinical experience. This is not optional. Three separate days must be completed in order to pass this assessment.</p> <p>Preferably, students will complete one day a week at their assigned clinical experience. The expectations for each week are as follows:</p> <p>Week 1: Conduct a Classroom Observation.</p> <ul style="list-style-type: none"> • Complete a Clinical Classroom Observation Form based on your first day's experience. The chief task here is to observe your assigned teacher and examine his or her methodology. Fill out the form as necessary. This will be submitted (along with a Reflection). <p>Week 2: Observe/Assist</p> <ul style="list-style-type: none"> • Much like week 1, the student's main task is to observe, but this time, work with the mentoring teacher to see how your services may be of some assistance to his or her lesson. Please note that at this point, you will want to discuss with your mentoring teacher your expectation to teach a class during the third and final week of the clinical experience. Following the 2nd observation, students will be turning in another reflection. <p>Week 3: Teaching a Lesson</p> <ul style="list-style-type: none"> • During week three, you will be required to teach a day's worth of lessons

	<p>to your students. A university supervisor may be present to evaluate the teaching of at least one of your lessons on that third day. Note, you must videotape your lesson and then submit it to me. I allow uploads to Youtube, converted Mp4s shared through Google Drive, or you can provide me with a flash drive. More information will come about how to do this. It is easier than you think! Your phones are great tools in this case.</p> <ul style="list-style-type: none">● The focus of the lesson should be on content literacy. Organize a lesson that emphasizes a clear goal and then you use one or more content literacy strategies to assist your students in obtaining that goal.● At the conclusion of your Clinical Experience you will turn in the following documents:<ul style="list-style-type: none">○ A copy of your Lesson Plan with a focus on Content Literacy○ Assessment Results○ A copy of the Content Literacy Strategies implemented &○ A 2-3 page typed Analysis/Reflection
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