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| **Course Name: Content Area Reading** | **Department: Teacher Education** | **Instructor: Name** |
| **Course Description** -*Course descripti*on fr*om the university course catalog.*  *This course is designed to provide the basic principles, concepts and procedures of reading and to enable prospective teachers to incorporate reading instructional techniques effectively into the content areas. Emphasis will be placed on the sound teaching practices within the confines of the content area classroom. Offered: Fall, Spring.*  **Prerequisite(s)** - *What previous courses are required for students to take this class?*  *Prerequisite: Junior standing and admission to the Teacher Education program. Minimum grade of C in PEDG 3300. GPA 2.75 or greater.* | | |
| **Course Objectives (CLOs):** *From your syllabus, list course-level objectives to be met in the course.*  **CLO 1.** *Identify strategies to foster students’ reading comprehension skills of content area text.*  **CLO 2.** *Identify strategies to teach students to think through the reading comprehension skills of content area text.*  **CLO 3.** *Integrate previewing and making connections to promote and engage student critical thinking ability.*  **CLO 4.** *Describe and discuss the importance of using reading comprehension strategies during reading.*  **CLO 5.** *Demonstrate self-questioning strategies contributes to reading comprehension skills.*  **CLO 6.** *Monitor/Clarify contributes to reading comprehension skills.*  **CLO 7.** *Apply visualization contributes to reading comprehension skills.* | | |
| **Resources** -*What resources do students need to attain course-level objectives? -* ***Ref. in APA style***  *Textbook(s): McLaughlin, M. (2015) Content area reading: Teaching and learning for college and career readiness. Boston, MA: Pearson.*  *Articles – No*  *Publishers/external videos/activities – No* | | |
| **Course Introduction:** *Introduction text and/or video intro description.*  *Upon completion of this course, students will able to apply the principles and concepts dealing with material selection in content area courses involved in the area of content area reading specific to their certification area/academic discipline resulting in a literature project to be presented in class. Students will able to complete lesson plans, online discussion and quiz, as well as recorded presentation using essential learning techniques and incorporating literature, provisions for ELL students, and technology and assessment.* | | |
| **Module 1/Week 1 - *Introduction***  *Description/Framing Overview.*  *The first week will have students familiar with course objectives, understand assignment expectations, and connect their experiences as learners and their desire to teach. Students will read and familiar with a course syllabus, course policies, gradings, and complete a major assignment of online discussion. In this case, students will understand the learning goals of Content Area Reading course and how teaching in the 21st century.* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **Week 1 Learning Objective 1 (W1LO1)**  **W1LO1.** *Analyze connections between students’ experiences as learners and their desire to teach. (Align with course-level objective - CLO.3)*  **W1LO2.** *Incorporate motivation and engagement in students’ teaching. (Align with CLO.2)*  **W1LO3.** *Integrate meaningful texts in students’ teaching. (Align with CLO.1)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | * *Textbook:* McLaughlin, M. (2015).*Content area reading: Teaching and learning for college and career readiness. Boston, MA: Pearson.* Chapter 2: Teaching and Learning in an Age of Multiple Literacies. * *Article:*Holland, H. (2005). Teaching Teachers: Professional Development To Improve Student Achievement. AERA Research Points, Volume 3, Issue 1, Summer 2005. *American Educational Research Association (AERA).* * *Intro: Ask student leading questions: 1) what is content area reading? 2) why do we want to learn how to teach reading and literacies in content areas?* * *Topics/titles of videos (closed-captioned): 1) what do we know about adolescent literacy and content literacies? 2) what do we know about critical literacy?* * *Lectures and presentations: PowerPoint presentation will be provided and uploaded to Blackboard system for students’ view.* * *System: Lamar University (LU) Connect – Blackboard, students can get access by log-in with their LU account username and password.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: Blackboard online discussion* * *Assignment description: Students will submit an original post to respond to the discussion questions and make comments to other two students’ response.* * *Assignment objectives: This assignment is designed for you to create professional development for the teachers in your district focusing on researched based content area reading strategies.* * *Assignment procedures: Read the attached article and chapters 2 and 4 to discuss several topics: Why does professional development need to be aligned with campus/district goals? How has professional development helped you meet the needs of students? By providing professional development, how can you impact student learning in the area of comprehending content areas text (Ch. 2, & 4)? Be sure to cite your points using the textbook and article. You may also use other scholarly literature to support your discussion. Citations and references must be in APA format. See the grading rubric for more information.* * *Assignment deadline: Students’ original post is due Tuesdays, 11:59 p.m. Respond to TWO classmates' post, due Fridays, 11:59 p.m.* * *Assignment grading: 50 maximum points for this assignment. Grading rubric is provided on Blackboard, the criteria is about initial post (20 possible points), two response post (10 possible points each), etiquette/quality (5 possible points), APA format (5 possible points).* * *Feedback: will be provided on Blackboard to individual students regarding their opinions, strengths, weakness, as well as how they respond to other two students.* | |
| **Module 1/Week 2 – *Teaching and Learning in an Age of Multiple Literacies*** *Description/Framing Overview****.***  *The second week will have students describe and discuss multiple literacies related to adolescent literacy, critical literacy, and multiple literacies in their teaching. Students will complete a major assignment of how to write lesson plan in their content areas. In this case, students will learn how to prepare a lesson with multiple literacies implementation.* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **W2LO1.** *Describe and discuss multiple literacies related to adolescent literacy. (Align with CLO.1)*  **W2LO2.** *Engage in critical literacy. (Align with CLO.2)*  **W2LO3.** *Demonstrate the use of multiple literacies in their teaching. (Align with CLO.3)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | * *Textbook:* McLaughlin, M. (2015).*Content area reading: Teaching and learning for college and career readiness.*Boston, MA: Pearson. Chapter 2: Teaching and Learning in an Age of Multiple Literacies. * *Intro: Ask student leading questions 1) what do the terms literacy, multiple literacies, and new literacies mean? 2) why do we want to know teaching and learning in an age of multiple literacies?* * *Topics/titles of videos (closed-captioned): 1) what do we know about information literacy? 2) what do we know about media literacy and multicultural literacy?* * *Lectures and presentations: PowerPoint presentation will be provided and uploaded to Blackboard system for students’ view.* * *System: Lamar University (LU) Connect – Blackboard, students can get access by log-in with their LU account username and password.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: EC-6 Content Area Lesson Plan* * *Assignment description: For this assignment, students will demonstrate their understanding of the strategies presented in this week’s course materials.* * *Assignment objectives: Students’ application assignment is to create a EC-6 grade level lesson plan that addresses one of the strategies outlined in the text and implement it in their content areas of their choice.* * *Assignment procedures: 1) Using one of the strategies outlined in chapter 2 and 4, design a lesson that targets the content and learning environment. Student may involve classroom instruction, small group instruction, or individual instruction. Students’ activity must focus on a strategy outlined in chapter 2 and 4. Students’ lesson should have a dual purpose: a. to teach course content and b. help students use comprehension strategies as they read. 2) Using the template provided, design a lesson plan. 3) Develop the materials student will use to implement your lesson. There are Blackline Masters for Comprehension-Based Teaching Ideas (e.g., Chapter 4, page 62) at the end of students’ text. Include these types of forms in the Appendix section of students’ document along with assessments designed to show mastery. 4) Implement the lesson and assess for student learning.* * *Assignment deadline: Upload your completed lesson plan to Blackboard, due next Tuesday, 11:59 p.m.* * *Assignment grading: 75 maximum points for this assignment. Grading rubric is provided on Blackboard, the criteria is about characteristics and needs, age and development, learning activity/environment, research-based instructional strategy, academic performance, student progress, modifications and adaptions, Mechanicals, Usages, and Grammars (MUGs), and references. Each area will be evaluated with proficient level (8-10 possible points), competent level (6-8 possible points), developing level (0-6 possible points).* * *Feedback: will be provided on Blackboard to individual students regarding their lesson plan structures and elements, strengths, weakness.* | |
| **Module 1/Week 3 – *Comprehending Content Area Text***  *Description/Framing Overview****.***  *The third week will have students analyze reading comprehension as a constructive process and use comprehension strategies to engage thinking. Students will complete a major assignment of quiz on chapter 2 and 4. In this case, students will learn how to prepare a lesson using comprehending strategies.* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **W3LO1.** *Analyze reading comprehension as a constructive process. (Align with CLO.3)*  **W3LO2.** *Teach students to engage with and think through text. (Align with CLO.2)*  **W3LO3.** *Use multiple strategy applications to engage students’ thinking. (Align with CLO.2)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | * *Textbook:* McLaughlin, M. (2015). *Content area reading: Teaching and learning for college and career readiness.*Boston, MA: Pearson. Chapter 4: Comprehending Content Area Text. * *Intro: Ask student leading questions 1) what do we know about reading comprehension? 2) why do we want to know comprehending content area text?* * *Topics/titles of videos (closed-captioned): 1) how can we teach students to think through the comprehension of text? 2) what can we do to foster students’ comprehension of content area text? 3) how can we use comprehension strategies to engage thinking?* * *Lectures and presentations: PowerPoint presentation will be provided and uploaded to Blackboard system for students’ view.* * *System: Lamar University (LU) Connect – Blackboard, students can get access by log-in with their LU account username and password.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: Blackboard online quiz on Module 1 - Chapters 2 and 4* * *Assignment description: For this assignment, students will demonstrate their understanding of the strategies presented in Module 1 - Chapters 2 and 4’s course and reading materials.* * *Assignment objectives: Quiz covers readings and videos in Module 1 - Chapters 2 and 4.* * *Assignment procedures: The quiz has 25 questions. Students will have 45 minutes to complete this quiz. You must take the quiz in one sitting.* * *Assignment deadline: Take the online quiz on Blackboard, due next Tuesday, 11:59 p.m.* * *Assignment grading: 50 maximum points for this assignment. The correct answers are available after all students' grades posted. After deadline, students’ answers will be graded automatically on Blackboard.* * *Feedback: The correct answers are available after all students' grades posted. Individual feedback will be provided on Blackboard to individual students regarding their strengths, weakness.* | |
| **Module 2/Week 4 – *Using Comprehension Strategies to Guide Thinking***  *Description/Framing Overview****.***  *The fourth week will have students learn how to use multiple strategy applications to guide students’ thinking. Students will complete a major assignment of online discussion on chapter 5 and 6. In this case, students will learn how to use comprehension strategies to guide thinking in content area teaching.* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **W4LO1.** *Use multiple strategy applications to guide students’ thinking. (Align with CLO.2, CLO.3, CLO.7)*  **W4LO2.** *Identify different strategies to guide students’ thinking. (Align with CLO.2)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | * *Textbook:* McLaughlin, M. (2015).*Content area reading: Teaching and learning for college and career readiness.*Boston, MA: Pearson. Chapter 5: Using Comprehension Strategies to Guide Thinking * *Article:* Hibbing, A. N., & Rankin-Erickson, J. L. (2003). A picture is worth a thousand words: Using visual images to improve comprehension for middle school struggling readers. *The reading teacher, 56*(8), 758-770. * *Article:* Fenty, N. S., McDuffie-Landrum, K., & Fisher, G. (2012). Using collaboration, co-teaching, and question answer relationships to enhance content area literacy. *Teaching Exceptional Children, 44*(6), 28-37. * *Article:* Adler, C. R. (2004). Seven strategies to teach students text comprehension. *Reading Rockets, 3479*, 1-5. * *Article:* Vaughn, S., Klingner, J. K., & Bryant, D. P. (2001). Collaborative strategic reading as a means to enhance peer-mediated instruction for reading comprehension and content-area learning. *Remedial and Special Education, 22*(2), 66-74. * *Article:* Radcliffe, R., Caverly, D., Hand, J., & Franke, D. (2008). Improving reading in a middle school science classroom. *Journal of Adolescent & Adult Literacy, 51*(5), 398-408. * *Intro: Ask student leading questions 1) why do we want to know how to use comprehension strategies to guide thinking? 2) what is guided thinking?* * *Topics/titles of videos (closed-captioned): 1) what is guided thinking? 2) how can we use comprehension strategies to guide thinking? 3) what are self-question, monitoring, clarifying, and visualizing strategies?* * *Lectures and presentations: PowerPoint presentation will be provided and uploaded to Blackboard system for students’ view.* * *System: Lamar University (LU) Connect – Blackboard, students can get access by log-in with their LU account username and password.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: Blackboard online discussion* * *Assignment description: Students will submit an original post to respond to the discussion questions and make comments to other two students’ response.* * *Assignment objectives: This assignment is designed for you to create professional development for the teachers in your district focusing on researched based content area reading strategies.* * *Assignment procedures: Read the attached article and chapters 5 and 6 to discuss several topics: 1) Why is it important to train teachers in the use of comprehension strategies to guide and extend thinking? 2) How does this topic relate it to your own experiences? Be sure to cite your points using the textbook and the article. You may also use other scholarly literature to support your discussion. Citations and references must be in APA format. See the grading rubric for more information. You may also use other scholarly literature to support your discussion. Citations and references must be in APA format. See the grading rubric for more information.* * *Assignment deadline: Students’ original post is due Tuesdays, 11:59 p.m. Respond to TWO classmates' post, due Fridays, 11:59 p.m.* * *Assignment grading: 50 maximum points for this assignment. Grading rubric is provided on Blackboard, the criteria is about initial post (20 possible points), two response post (10 possible points each), etiquette/quality (5 possible points), APA format (5 possible points).* * *Feedback: will be provided on Blackboard to individual students regarding their opinions, strengths, weakness, as well as how they respond to other two students.* | |
| **Module 2/Week 5 - *Using Comprehension Strategies to Extend Thinking -1***  *Description/Framing Overview****.***  *The fifth week will have students describe and discuss multiple comprehension strategies to extend thinking. Students will complete a major assignment of how to write 4-8 grade level lesson plan in their content areas. In this case, students will learn how to prepare a lesson with multiple comprehension and extend thinking strategies.* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **W5LO1.** *Teach students to extend their thinking when engaging with text. (Align with CLO.2)*  **W5LO2.** *Use multiple strategy applications to extend students’ thinking. (Align with CLO.3)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | * *Textbook:* McLaughlin, M. (2015).*Content area reading: Teaching and learning for college and career readiness.*Boston, MA: Pearson. Chapter 6: Using Comprehension Strategies to Extend Thinking. * *Intro: Ask student leading question: why do we want to know using comprehension strategies to extend thinking?* * *Topics/titles of videos (closed-captioned): how can we use comprehension strategies to extend thinking for summarization?* * *Lectures and presentations: PowerPoint presentation will be provided and uploaded to Blackboard system for students’ view.* * *System: Lamar University (LU) Connect – Blackboard, students can get access by log-in with their LU account username and password.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: Grade 4-8 Content Area Lesson Plan* * *Assignment description: For this assignment, students will demonstrate their understanding of the strategies presented in this week’s course materials.* * *Assignment objectives: Students’ application assignment is to create a 4-8 grade level lesson plan that addresses one of the strategies outlined in the text and implement it in their content areas of their choice.* * *Assignment procedures: 1) Using one of the strategies outlined in chapter 5 and 6, design a lesson that targets the content and learning environment. Student may involve classroom instruction, small group instruction, or individual instruction. Students’ activity must focus on a strategy outlined in chapter 5 and 6. Students’ lesson should have a dual purpose: a. to teach course content and b. help students use comprehension strategies as they read. 2) Using the template provided, design a lesson plan. 3) Develop the materials student will use to implement your lesson. There are Blackline Masters for Comprehension-Based Teaching Ideas (e.g., Chapter 4, page 62) at the end of students’ text. Include these types of forms in the Appendix section of students’ document along with assessments designed to show mastery. 4) Implement the lesson and assess for student learning.* * *Assignment deadline: Upload your completed lesson plan to Blackboard, due next Tuesday, 11:59 p.m.* * *Assignment grading: 75 maximum points for this assignment. Grading rubric is provided on Blackboard, the criteria is about characteristics and needs, age and development, learning activity/environment, research-based instructional strategy, academic performance, student progress, modifications and adaptions, Mechanicals, Usages, and Grammars (MUGs), and references. Each area will be evaluated with proficient level (8-10 possible points), competent level (6-8 possible points), developing level (0-6 possible points).* * *Feedback: will be provided on Blackboard to individual students regarding their lesson plan structures and elements, strengths, weakness.* | |
| **Module 2/Week 6 – *Using Comprehension Strategies to Extend Thinking -2***  *Description/Framing Overview****.***  *The sixth week will have students to learn how to use multiple strategy applications to extend students’ thinking. Students will complete a major assignment of quiz on chapter 5 and 6. In this case, students will learn how to teach reading comprehension in content area using extend thinking strategies.* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **W6LO1.** *Teach students to extend their thinking when engaging with text. (Align with CLO.1)*  **W6LO2.** *Use multiple strategy applications to extend students’ thinking. (Align with CLO.2)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | * *Textbook:* McLaughlin, M. (2015)*. Content area reading: Teaching and learning for college and career readiness.*Boston, MA: Pearson. Chapter 6: Using Comprehension Strategies to Extend Thinking. * *Intro: Ask student leading questions: why do we want to know about using comprehension strategies to extend thinking?* * *Topics/titles of videos (closed-captioned): 1) how can we use comprehension strategies to extent thinking for evaluation? 2) who will work with us to help our students become strategic readers?* * *Lectures and presentations: PowerPoint presentation will be provided and uploaded to Blackboard system for students’ view.* * *System: Lamar University (LU) Connect – Blackboard, students can get access by log-in with their LU account username and password.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: Blackboard online quiz on Module 2 - Chapters 5 and 6* * *Assignment description: For this assignment, students will demonstrate their understanding of the strategies presented in Module 2 - Chapters 5 and 6’s course and reading materials.* * *Assignment objectives: Quiz covers readings and videos in Module 2 - Chapters 5 and 6.* * *Assignment procedures: The quiz has 25 questions. Students will have 45 minutes to complete this quiz. You must take the quiz in one sitting.* * *Assignment deadline: Take the online quiz on Blackboard, due next Tuesday, 11:59 p.m.* * *Assignment grading: 50 maximum points for this assignment. The correct answers are available after all students' grades posted. After deadline, students’ answers will be graded automatically on Blackboard.* * *Feedback: The correct answers are available after all students' grades posted. Individual feedback will be provided on Blackboard to individual students regarding their strengths, weakness.* | |
| **Module 3/Week 7 - *Teaching Vocabulary in the Content Areas***  *Description/Framing Overview****.***  *The seventh week will have students learn how to use multiple strategy applications to guide students’ thinking. Students will complete a major assignment of online discussion on chapter 7, 8 and 9. In this case, students will learn how to use comprehension strategies to guide thinking in content area teaching.* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **W7LO1.** *Analyze research about teaching of vocabulary. (Align with CLO.2)*  **W7LO2.** Use a variety of approaches, including context clues and graphic organizers, when teaching vocabulary *(Align with CLO.7)*  **W7LO3.** Integrate the general principles of teaching vocabulary in their instruction *(Align with CLO.3)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | * *Textbook:* McLaughlin, M. (2015).*Content area reading: Teaching and learning for college and career readiness.* Boston, MA: Pearson. Chapter 7: Teaching Vocabulary in the Content Areas. * *Article:* Cervetti, G. N., Tilson, J. L., Castek, J., Bravo, M. A., & Trainin, G. (2012). Examining multiple dimensions of word knowledge for content vocabulary understanding. *Journal of Education, 192*(2-3), 49-61. * *Article:* Wilson, N. S., & Smetana, L. (2011). Questioning as thinking: A metacognitive framework to improve comprehension of expository text. *Literacy, 45*(2), 84-90. * *Article:* Spencer, B. H., & Guillaume, A. M. (2006). Integrating curriculum through the learning cycle: Content‐based reading and vocabulary instruction. *The Reading Te*acher, 60(3), 206-219. * *Intro: Ask student leading questions 1) why do we want to know teach vocabulary in the content areas? 2) what do we know about teaching content area vocabulary?* * *Topics/titles of videos (closed-captioned): 1) how can we integrate what we know into our teaching? 2) when using these ideas to teach vocabulary, what general principles should we follow?* * *Lectures and presentations: PowerPoint presentation will be provided and uploaded to Blackboard system for students’ view.* * *System: Lamar University (LU) Connect – Blackboard, students can get access by log-in with their LU account username and password.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: Blackboard online discussion* * *Assignment description: Students will submit an original post to respond to the discussion questions and make comments to other two students’ response.* * *Assignment objectives: This assignment is designed for you to create professional development for the teachers in your district focusing on researched based content area reading strategies.* * *Assignment procedures: Read the attached article and chapters 5 and 6 to discuss several topics: 1) Why is it important to train teachers in the use of comprehension strategies to guide and extend thinking? 2) How does this topic relate it to your own experiences? Be sure to cite your points using the textbook and the article. You may also use other scholarly literature to support your discussion. Citations and references must be in APA format. See the grading rubric for more information. You may also use other scholarly literature to support your discussion. Citations and references must be in APA format. See the grading rubric for more information.* * *Assignment deadline: Students’ original post is due Tuesdays, 11:59 p.m. Respond to TWO classmates' post, due Fridays, 11:59 p.m.* * *Assignment grading: 50 maximum points for this assignment. Grading rubric is provided on Blackboard, the criteria is about initial post (20 possible points), two response post (10 possible points each), etiquette/quality (5 possible points), APA format (5 possible points).* * *Feedback: will be provided on Blackboard to individual students regarding their opinions, strengths, weakness, as well as how they respond to other two students.* | |
| **Module 3/Week 8 - *Organizing for Teaching and Learning***  *Description/Framing Overview****.***  *The eighth week will have students analyze methods or organizing for teaching and learning. Students will complete a major assignment of how to write 7-12 grade level lesson plan in their content areas. In this case, students will learn how to prepare a lesson with multiple comprehension and extend thinking strategies.* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **W8LO1.** *Analyze methods of organizing for teaching and learning. (Align with CLO.2)*  **W8LO2.** *Differentiate instruction based on content, process, and product. (Align with CLO.1)*  **W8LO3.** *Use a variety of grouping patterns based on the purposes of instruction. (Align with CLO.2)*  **W8LO4.** *Demonstrate how to effectively use textbooks. (Align with CLO.2)*  **W8LO5.** *Teach students to generate and respond to questions and use various text structures. (Align with CLO.5)*  **W8LO6.** *Use a variety of methods to ensure neither they nor their students ever engage in round-robin reading. (Align with CLO.6)*  **W8LO7.** *Explain various ways in which students may effectively study text. (Align with CLO.7)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | * *Textbook:* McLaughlin, M. (2015). *Content area reading: Teaching and learning for college and career readiness.* Boston, MA: Pearson. Chapter 8: Organizing for Teaching and Learning. * *Intro: Ask student leading question: why do we want to know organizing for teaching and learning?* * *Topics/titles of videos (closed-captioned): 1) what lesson planning format will we use? 2) how can we differentiate instruction to accommodate students’ needs? 3) how can we group students for learning? 4) how can we effectively use textbooks in the content area? 5) how can we teach students to generate and respond to questions and use various text structures? 6) how can students read disciplinary text without engaging in round-robin reading? 7) how can students learn to use textbook study strategies such as SQ4R?* * *Lectures and presentations: PowerPoint presentation will be provided and uploaded to Blackboard system for students’ view.* * *System: Lamar University (LU) Connect – Blackboard, students can get access by log-in with their LU account username and password.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: Grade 7-12 Content Area Lesson Plan* * *Assignment description: For this assignment, students will demonstrate their understanding of the strategies presented in this week’s course materials.* * *Assignment objectives: Students’ application assignment is to create a 7-12 grade level lesson plan that addresses one of the strategies outlined in the text and implement it in their content areas of their choice.* * *Assignment procedures: 1) Using one of the strategies outlined in chapter 7, 8, and 9, design a lesson that targets the content and learning environment. Student may involve classroom instruction, small group instruction, or individual instruction. Students’ activity must focus on a strategy outlined in chapter 7, 8, and 9. Students’ lesson should have a dual purpose: a. to teach course content and b. help students use comprehension strategies as they read. 2) Using the template provided, design a lesson plan. 3) Develop the materials student will use to implement your lesson. There are Blackline Masters for Comprehension-Based Teaching Ideas (e.g., Chapter 4, page 62) at the end of students’ text. Include these types of forms in the Appendix section of students’ document along with assessments designed to show mastery. 4) Implement the lesson and assess for student learning.* * *Assignment deadline: Upload your completed lesson plan to Blackboard, due next Tuesday, 11:59 p.m.* * *Assignment grading: 75 maximum points for this assignment. Grading rubric is provided on Blackboard, the criteria is about characteristics and needs, age and development, learning activity/environment, research-based instructional strategy, academic performance, student progress, modifications and adaptions, Mechanicals, Usages, and Grammars (MUGs), and references. Each area will be evaluated with proficient level (8-10 possible points), competent level (6-8 possible points), developing level (0-6 possible points).* * *Feedback: will be provided on Blackboard to individual students regarding their lesson plan structures and elements, strengths, weakness.* | |
| **Module 3/Week 9 - *Teaching Culturally and Linguistically Diverse Students***  *Description/Framing Overview****.***  *The ninth week will have students analyze the research about teaching culturally and linguistically diverse students, for example, English language learners. Students will complete a major assignment of quiz on chapter 7, 8 and 9. In this case, students will learn how to teach culturally and linguistically diverse students in content area using various strategies.* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **W9LO1.** *Analyze the research about teaching English language learners. (Align with CLO.5)*  **W9LO2.** *Demonstrate how to use a variety of instructional support when teaching English learners. (Align with CLO.7)*  **W9LO3.** *Utilize the “engaging, guiding, and extending students’ thinking” lesson format when teaching English learners. (Align with CLO.7)*  **W9LO4.** *Teach vocabulary through a variety of strategies. (Align with CLO.4)*  **W9LO5.** *Incorporate the “General Principles for Teaching English learners” in their instruction. (Align with CLO.3)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | * *Textbook:* McLaughlin, M. (2015). *Content area reading: Teaching and learning for college and career readiness.*Boston, MA: Pearson. Chapter 9: Teaching Culturally and Linguistically Diverse Students. * *Intro: Ask student leading questions: 1) why do we want to know about how to teach culturally and linguistically diverse students? 2) how can we prepare to teach English learners?* * *Topics/titles of videos (closed-captioned): 1) what general instructional techniques can we use to support our teaching of English learners? 2) how can we engaging, guiding, and extending student thinking benefit English learners? 3) how can we teach vocabulary to English learners? 4) when using these ideas for teaching English learners, what general principles should we follow?* * *Lectures and presentations: PowerPoint presentation will be provided and uploaded to Blackboard system for students’ view.* * *System: Lamar University (LU) Connect – Blackboard, students can get access by log-in with their LU account username and password.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: Blackboard online quiz on Module 3 - Chapters 7, 8 and 9.* * *Assignment description: For this assignment, students will demonstrate their understanding of the strategies presented in Module 3 - Chapters 7, 8 and 9’s course and reading materials.* * *Assignment objectives: Quiz covers readings and videos in Module 3 - Chapters 7, 8 and 9.* * *Assignment procedures: The quiz has 25 questions. Students will have 45 minutes to complete this quiz. You must take the quiz in one sitting.* * *Assignment deadline: Take the online quiz on Blackboard, due next Tuesday, 11:59 p.m.* * *Assignment grading: 50 maximum points for this assignment. The correct answers are available after all students' grades posted. After deadline, students’ answers will be graded automatically on Blackboard.* * *Feedback: The correct answers are available after all students' grades posted. Individual feedback will be provided on Blackboard to individual students regarding their strengths, weakness.* | |
| **Module 4/Week 10 – *Writing in the Content Areas -1***  *Description/Framing Overview****.***  *The tenth week will have students learn how to teach and incorporate the general principles of writing in their instruction. Students will complete a major assignment of online discussion on chapter 10 and 12. In this case, students will learn how to use formal and informal strategies to teach writing in content area teaching.* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **W10LO1.** *Create examples of argumentative and inquiry-based writing. (Align with CLO.1)*  **W10LO2.** *Create informal writing examples and assess student writing. (Align with CLO.4)*  **W10LO3.** *Create formal writing examples and evaluate student writing. (Align with CLO.4)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | * *Textbook:* McLaughlin, M. (2015).*Content area reading: Teaching and learning for college and career readiness.* Boston, MA: Pearson. Chapter 10: Writing in the Content Areas. * *Article:* Peterson, S. S. (2007). Teaching content with the help of writing across the curriculum. *Middle School Journal, 39*(2), 26-33. * *Article:* Graham, S., Harris, K. R., & Macarthur, C. (2006). Explicitly teaching struggling writers: Strategies for mastering the writing process.*Intervention in School and Clinic, 41*(5), 290-294. * *Article:* Rabbat, S. (2014). Designing Inquiry for Upper Elementary Students: Lessons Learned from Driver's Ed. *Knowledge Quest, 43*(2), 34-37. * *Article:* Hmelo-Silver, C. E., Duncan, R. G., & Chinn, C. A. (2007). Scaffolding and achievement in problem-based and inquiry learning: a response to Kirschner, Sweller, and. *Educational psychologist, 42*(2), 99-107. * *Article:* Watt, S. J., Therrien, W. J., Kaldenberg, E., & Taylor, J. (2013). Promoting inclusive practices in inquiry-based science classrooms. *Teaching Exceptional Children, 45*(4), 40-48. * *Intro: Ask student leading question: why do we want to know teach writing in the content areas?* * *Topics/titles of videos (closed-captioned): 1) how can we use and assess informal writing in our content area teaching? 2) how can we use and assess formal writing in our content area teaching?* * *Lectures and presentations: PowerPoint presentation will be provided and uploaded to Blackboard system for students’ view.* * *System: Lamar University (LU) Connect – Blackboard, students can get access by log-in with their LU account username and password.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: Blackboard online discussion* * *Assignment description: Students will submit an original post to respond to the discussion questions and make comments to other two students’ response.* * *Assignment objectives: This assignment is designed for you to create professional development for the teachers in your district focusing on researched based content area reading strategies.* * *Assignment procedures: Read the attached article and chapters 10 and 12 to discuss several topics: 1) What can you reflect on the impact the topic has on student learning? 2) How does this topic relate it to your own experiences? Be sure to cite your points using the textbook and the article. You may also use other scholarly literature to support your discussion. Citations and references must be in APA format. See the grading rubric for more information. You may also use other scholarly literature to support your discussion. Citations and references must be in APA format. See the grading rubric for more information.* * *Assignment deadline: Students’ original post is due Tuesdays, 11:59 p.m. Respond to TWO classmates' post, due Fridays, 11:59 p.m.* * *Assignment grading: 50 maximum points for this assignment. Grading rubric is provided on Blackboard, the criteria is about initial post (20 possible points), two response post (10 possible points each), etiquette/quality (5 possible points), APA format (5 possible points).* * *Feedback: will be provided on Blackboard to individual students regarding their opinions, strengths, weakness, as well as how they respond to other two students.* | |
| **Module 4/Week 11 – *Writing in the Content Areas -2***  *Description/Framing Overview****.***  *The eleventh week will have students learn how to teach and incorporate the general principles of writing in their instruction. Students will complete a major assignment of write a lesson plan for teaching English Language learners (ELL) in content areas based on strategies from chapter 10 and 12. In this case, students will learn how to use formal and informal strategies to teach writing in content area teaching.* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **W11LO1.** *Teach students to effectively use revision during the writing process. (Align with CLO.5)*  **W11LO2.** *Incorporate the general principles of writing in their instruction. (Align with CLO.3)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | * *Textbook:* McLaughlin, M. (2015).*Content area reading: Teaching and learning for college and career readiness.*Boston, MA: Pearson. Chapter 10: Writing in the Content Areas. * *Intro: Ask student leading question: what is “writing to learn”?* * *Topics/titles of videos (closed-captioned): 1) how can we use the writing process in the disciplines? 2) when integrating writing in the disciplines, what general principles should we follow?* * *Lectures and presentations: PowerPoint presentation will be provided and uploaded to Blackboard system for students’ view.* * *System: Lamar University (LU) Connect – Blackboard, students can get access by log-in with their LU account username and password.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: Teaching English Language learners (ELL) in content areas Content Area Lesson Plan* * *Assignment description: For this assignment, students will demonstrate their understanding of the strategies presented in this week’s course materials.* * *Assignment objectives: Students’ application assignment is to create a lesson plan for teaching English Language learners (ELL) in content areas that addresses one of the strategies outlined in the text and implement it in their content areas of their choice.* * *Assignment procedures: 1) Using one of the strategies outlined in chapter 10 and 12, design a lesson that targets the content and learning environment. Student may involve classroom instruction, small group instruction, or individual instruction. Students’ activity must focus on a strategy outlined in chapter 10 and 12. Students’ lesson should have a dual purpose: a. to teach course content and b. help students use comprehension strategies as they read. 2) Using the template provided, design a lesson plan. 3) Develop the materials student will use to implement your lesson. There are Blackline Masters for Comprehension-Based Teaching Ideas (e.g., Chapter 4, page 62) at the end of students’ text. Include these types of forms in the Appendix section of students’ document along with assessments designed to show mastery. 4) Implement the lesson and assess for student learning.* * *Assignment deadline: Upload your completed lesson plan to Blackboard, due next Tuesday, 11:59 p.m.* * *Assignment grading: 75 maximum points for this assignment. Grading rubric is provided on Blackboard, the criteria is about characteristics and needs, age and development, learning activity/environment, research-based instructional strategy, academic performance, student progress, modifications and adaptions, Mechanicals, Usages, and Grammars (MUGs), and references. Each area will be evaluated with proficient level (8-10 possible points), competent level (6-8 possible points), developing level (0-6 possible points).* * *Feedback: will be provided on Blackboard to individual students regarding their lesson plan structures and elements, strengths, weakness.* | |
| **Module 4/Week 12 - *Inquiry: Key to Critical and Creative Thinking in the Content Areas***  *Description/Framing Overview****.***  *The twelfth week will have students learn how to describe and discuss the problem-based and project-based learning models in their teaching. Students will complete a major assignment of quiz on chapter 10 and 12. In this case, students will learn how to promote critical and creative thinking in the content areas teaching.* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **W12LO1.** *Describe and discuss the benefits of inquiry. (Align with CLO.5)*  **W12LO2.** *Create examples of problem-based and project-based learning to use as models in their teaching. (Align with CLO.4)*  **W12LO3.** *Assess and evaluate inquiry-based learning, as appropriate for the task. (Align with CLO.6)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | * *Textbook:* McLaughlin, M. (2015).*Content area reading: Teaching and learning for college and career readiness.*Boston, MA: Pearson. Chapter 12: Inquiry: Key to Critical and Creative Thinking in the Content Areas. * *Intro: Ask student leading questions: 1) why do we want to know about the keys to critical and creative thinking in the content areas? 2) what is inquiry-based learning?* * *Topics/titles of videos (closed-captioned): 1) which instructional techniques promote inquiry on problem-based learning? 2) which instructional techniques promote inquiry on project-based learning? 3) how can we effectively assess and evaluate inquiry-based learning?* * *Lectures and presentations: PowerPoint presentation will be provided and uploaded to Blackboard system for students’ view.* * *System: Lamar University (LU) Connect – Blackboard, students can get access by log-in with their LU account username and password.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: Blackboard online quiz on Module 4 - Chapters 10 and 12.* * *Assignment description: For this assignment, students will demonstrate their understanding of the strategies presented in Module 4 - Chapters 10 and 12’s course and reading materials.* * *Assignment objectives: Quiz covers readings and videos in Module 4 - Chapters 10 and 12.* * *Assignment procedures: The quiz has 25 questions. Students will have 45 minutes to complete this quiz. You must take the quiz in one sitting.* * *Assignment deadline: Take the online quiz on Blackboard, due next Tuesday, 11:59 p.m.* * *Assignment grading: 50 maximum points for this assignment. The correct answers are available after all students' grades posted. After deadline, students’ answers will be graded automatically on Blackboard.* * *Feedback: The correct answers are available after all students' grades posted. Individual feedback will be provided on Blackboard to individual students regarding their strengths, weakness.* | |
| **Module 5/Week 13 - *Using Technology in the Content Areas***  *Description/Framing Overview****.***  *The thirteenth week will have students explore usage of technology in content areas. Students will complete a major assignment of individual mini-teaching presentation for 15-18 minutes. This presentation will be recorded by students themselves and submit to Blackboard for grading. In this case, students will learn how to use technology in teaching content areas.* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **W13LO1.** *Explain the role of technology in teaching and learning. (Align with CLO.1, CLO.7)*  **W13LO2.** *Incorporate emerging technologies as nature components of teaching and learning***.** *(Align with CLO.1, CLO.6, CLO.7)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | * *Textbook:* McLaughlin, M. (2015).*Content area reading: Teaching and learning for college and career readiness.*Boston, MA: Pearson. Chapter 11: Using Technology in the Content Areas. * *Intro: Ask student leading questions: 1) why do we want to know about how to use technology in the content areas? 2) how does using technology in the disciplines enrich out teaching?* * *Topics/titles of videos (closed-captioned): 1) how are reading online and reading offline similar? 2) how are they different? 3) how can we use technology as a natural part of teaching and learning?* * *Lectures and presentations: PowerPoint presentation will be provided and uploaded to Blackboard system for students’ view.* * *System: Lamar University (LU) Connect – Blackboard, students can get access by log-in with their LU account username and password.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: individual recorded mini-teaching presentation for 15-18 minutes.* * *Assignment description: For this assignment, students will demonstrate their teaching performance and understanding of the teaching strategies presented in their content area lesson plan.* * *Assignment objectives: Students will record their 15-18 minutes mini-teaching with a type of audio- or video-over presentation and upload it to Blackboard under the submission link.* * *Assignment procedures: Student can use their written lesson plan as a start, write script, prepare teaching materials and activity. Then record themselves for 15-18 minutes teaching performance.* * *Assignment deadline: Submit the recorded student presentation/mini-teaching on Blackboard, due next Tuesday, 11:59 p.m.* * *Assignment grading: 100 maximum points for this assignment. The rubric will be provided and most of criteria may similar to lesson plan.* * *Feedback: Individual feedback will be provided on Blackboard to students regarding their teaching style and procedures, strengths, weakness.* | |
| **Module 5/Week 14 - *Poetry, Drama, Music, and Art***  *Description/Framing Overview****.***  *The fourteenth week will have students describe and discuss the importance of integrating alternative representation so thinking in disciplinary instruction. Students will complete a major assignment of write 3-Day lesson plan in their content area as final project. In this case, students will learn how to use alternative representation and strategies to teach content area in a unit.* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **W14LO1.** *Describe and discuss the importance of integrating alternative representation so thinking in disciplinary instruction. (Align with CLO.4)*  **W14LO2.** *Create disciplinary examples of different modes of representation to be used as models in their teaching. (Align with CLO.7)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | * *Textbook:* McLaughlin, M. (2015).*Content area reading: Teaching and learning for college and career readiness.*Boston, MA: Pearson. Chapter 13: Poetry, Drama, Music, and Art. * *Intro: Ask student leading question: 1) why should we learn poetry, drama, music, and art in teaching content area? 2) why should we use multiple modes of representation?* * *Topics/titles of videos (closed-captioned): 1) how can we teach our students to use drama as a mode of representation? 2) how can we teach our students to use drama as a mode of representation? 3) how can we teach our students to use art as a mode of representation?* * *Lectures and presentations: PowerPoint presentation will be provided and uploaded to Blackboard system for students’ view.* * *System: Lamar University (LU) Connect – Blackboard, students can get access by log-in with their LU account username and password.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: 3-Day theme/unit Content Area Lesson Plan* * *Assignment description: For this assignment, students will demonstrate their understanding of the strategies presented in this week’s course materials.* * *Assignment objectives: Students’ application assignment is to create a lesson plan for 3-day as a unit in content areas that addresses one of the strategies outlined in the text and implement it in their content areas of their choice.* * *Assignment procedures: 1) Using one of the strategies outlined in any of the chapters, design an 3-day lessons that targets the content and learning environment. Student may involve classroom instruction, small group instruction, or individual instruction. Students should have three different objectives, one for each lesson plan. Students’ lesson should have a dual purpose: a. to teach course content and b. help students use comprehension strategies as they read. 2) Using the template provided, design a lesson plan. 3) Develop the materials student will use to implement your lesson. There are Blackline Masters for Comprehension-Based Teaching Ideas (e.g., Chapter 4, page 62) at the end of students’ text. Include these types of forms in the Appendix section of students’ document along with assessments designed to show mastery. 4) Implement the lesson and assess for student learning. 5) Please add a 0.5-1 page introduction as a cover page before 3-day theme/unit lesson plan, including four elements: 1)Title of Unit, 2) Why you believe it is important for lessons to be in alignment? 3) How your lesson’s pre and post assessments align with your objectives? 4) How and why you chose the technology that you did for your lessons?* * *Assignment deadline: Upload your completed lesson plan to Blackboard, due next Tuesday, 11:59 p.m.* * *Assignment grading: 150 maximum points for this assignment. Grading rubric is provided on Blackboard, the criteria is about characteristics and needs, age and development, learning activity/environment, research-based instructional strategy, academic performance, student progress, modifications and adaptions, Mechanicals, Usages, and Grammars (MUGs), and references. Each area will be evaluated with proficient level (8-10 possible points), competent level (6-8 possible points), developing level (0-6 possible points).* * *Feedback: will be provided on Blackboard to individual students regarding their lesson plan structures and elements, strengths, weakness.* | |
| **Module 5/Week 15 - *Course-Based Assessment, Evaluation, and Reporting***  *Description/Framing Overview****.***  *The fifteenth week will have students analyze the current thinking about assessment. Students will complete a major assignment of quiz on chapter 11, 13 and 14. In this case, students will learn how to use course-based assessment to evaluate and report students’ achievement in content areas.* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **W15LO1.** *Analyze the current thinking about assessment. (Align with CLO.3)*  **W15LO2.** *Integrate effective assessment practices in their teaching. (Align with CLO.6)*  **W15LO3.** *Organize, manage, and report on student assessment. (Align with CLO.5)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | * *Textbook:* McLaughlin, M. (2015).*Content area reading: Teaching and learning for college and career readiness.*Boston, MA: Pearson. Chapter 14: Course-Based Assessment, Evaluation, and Reporting. * *Intro: Ask student leading questions: 1) why do we want to know about how to do course-based assessment, evaluation, and reporting? 2) what is the current thinking about assessment?* * *Topics/titles of videos (closed-captioned): 1) how can we use assessment effectively in our teaching? 2) how can we organize and manage student assessments?* * *Lectures and presentations: PowerPoint presentation will be provided and uploaded to Blackboard system for students’ view.* * *System: Lamar University (LU) Connect – Blackboard, students can get access by log-in with their LU account username and password.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: Blackboard online quiz on Module 5 - Chapters 11, 13 and 14.* * *Assignment description: For this assignment, students will demonstrate their understanding of the strategies presented in Module 5 - Chapters 11, 13 and 14’s course and reading materials.* * *Assignment objectives: Quiz covers readings and videos in Module 5 - Chapters 11, 13 and 14.* * *Assignment procedures: The quiz has 25 questions. Students will have 45 minutes to complete this quiz. You must take the quiz in one sitting.* * *Assignment deadline: Take the online quiz on Blackboard, due next Tuesday, 11:59 p.m.* * *Assignment grading: 50 maximum points for this assignment. The correct answers are available after all students' grades posted. After deadline, students’ answers will be graded automatically on Blackboard.* * *Feedback: The correct answers are available after all students' grades posted. Individual feedback will be provided on Blackboard to individual students regarding their strengths, weakness.* | |
| ***Alternative Assignments (UDL)*** | *What formats could students use to fulfill weekly activities/assignments (e.g., groupwork, scaffolded written paper, audio guide, video report, recorded presentation)?*  *Students can use groupwork on their student presentation preparation, especially for the same content area major students. It would be beneficial for them to have a brainstorm on good topic that they want to present and/or teach with a mini-lesson model. Students will record their audio- or video-over presentation and upload it to Blackboard under the assignment submission link.* | |
| **Other/Faculty Use** | *Announcement, Grading Rubric, external contributors, etc.*  *Weekly announcement will be sent to class group email, which includes the plan for the current week, learning goals, assignment due date, and answering any questions or concerns. Grading rubric are provided under each assignment description on Blackboard. So students can have a clear idea about meeting the expectation on assignment as well as self-evaluation after completing the assignments.* | |