**Disciplinary Literacy:**
**Meeting the Common Core Literacy Standards**
**in History, Science and Technical Subjects**
**Online Syllabus**

## Course Description

This course is designed to provide K-12 educators an understanding of the ELA Common Core Standards in the disciplines: History/Social Science, Science, and Technical (HST). Participants of this course will learn what the ELA HST standards are, what it means to be "literate" in each of the disciplines, and how to create such literacies. Most significantly, participants will learn teaching strategies to embrace the new HST ELA standards.

## Course Prerequisites

Educators enrolled in the course are required to hold a baccalaureate degree.
No prerequisites for this course are required.

## System Requirements

- Computer with word processing software
- Internet access connection
- Online video viewing capabilities/Adobe flash player
- Software capable of reading PDF files

NOTE: Additional software will be used, but will either be free and open-source or trial versions, and will be based on the individual needs of each teacher's online setting. The instructor will work closely with each teacher to assist in determining the appropriate software.

## Text Books/Supplemental Reading

There is no textbook required for this course. Refer to weekly reading assignments and additional resources within each Milestone to support course content.

Educators in MA should refer to http://www.doe.mass.edu/frameworks/ela/0311.pdf for a review of Pre-K to 12 standards for their state.

## Global Goals of the Course

To deepen and/or apply the content and skills of the teacher's existing professional knowledge base by meeting the following global goals of this course:

1. To understand the definition of "Disciplinary Literacy" and its relationship with the ELA Common Core Standards in History/Social Science, Science, and Technical Subjects (NBPTS 2,4; InTASC 4,7,9)
2. To explore the literacies most natural, and most commonly used, to create meaning in each discipline (NBPTS 1,2; InTASC 1,3,4,9)
3. To study the ELA HST Common Core standards, developing an understanding of the meaning and context of each standard in grades six through twelve (NBPTS 2; InTASC 4,7,9)
4. To understand how to teach students to closely read, including the different factors considered in reading like a historian vs. reading like a scientist (NBPTS 1,2,3; InTASC 1,2,4,5,7,8)
5. To gain knowledge of academic vocabulary, including understanding the difference between general academic vs. domain specific vocabulary (NBPTS 1,2,3; InTASC 1,2,4,8)
6. To explore the significance of using visual representations - both being able to read such and using such representations to convey and organize information in the disciplines (NBPTS 2,3; InTASC 1,4,5,8)
7. To learn how to utilize primary sources in the disciplines to strengthen reading and understanding of disciplinary principles (NBPTS 2; InTASC 4,5)
8. To understand and differentiate credible sources for building disciplinary understanding (NBPTS 2,3; InTASC 1,4,5,8)
9. To explore the critical thinking skills necessary in each of the disciplines (NBPTS 1,2,3; InTASC 1,4,5,8)
10. To gain knowledge of approaches to encourage writing from sources in all types of media, to use research in the writing process, and to learn to write argument in disciplinary writing (NBPTS 1,2,3; InTASC 2,4,5,8)
11. To explore the use of technology in teaching and enhancing disciplinary literacy (NBPTS 1,2,3,5; InTASC 1,2,4,5,7,8)

## Instructional Objectives

By the conclusion of the course, each participant should be able to do the following:

1. Understand the definition of "Disciplinary Literacy" and its relationship with the ELA Common Core Standards in History/Social Science, Science, and Technical Subjects.
    - 1.1 Recognize the skills necessary to 21st century literacies.
    - 1.2 Explore the specific needs of adolescents in creating literacy.
    - 1.3 Examine the "big picture" concepts of each discipline.
    - 1.4 Identify the literacies most natural, and most commonly used, to create meaning in each discipline.
2. Know and understand the literacy standards specific to History/Social Science, Science, and Technical Subjects in the ELA Common Core Standards.

- 2.1 Understand the specific need to include the disciplines in the ELA Common Core Standards.
- 2.2 Be able to discern the set-up of the ELA Common Core set-up, including the location of the Strands, Anchor Standards, and Grade-Specific Standards.
- 2.3 Know and understand each of the grade specific standards in the HST section of the ELA Common.

3. Understand the necessity and practice of close reading in the disciplines.
   - 3.1 Consider the importance of close reading in building stronger readers within disciplinary reading.
   - 3.2 Explore the factors necessary for close reading to happen.
   - 3.3 Learn how to facilitate close reading of text with students within specific disciplines.
   - 3.4 Understand the differences in reading a history/social science text and a science text.
4. Gain knowledge of the concepts of academic vocabulary.
   - 4.1 Understand the philosophies of vocabulary acquisition.
   - 4.2 Understanding the difference between general academic vs. domain specific vocabulary.
   - 4.3 Understand what vocabulary is best taught explicitly, what vocabulary can be learned in context.
   - 4.4 Construct activities to foster the learning of academic vocabulary.
5. Explore the significance of being able to read and use visual representations in the disciplines.
   - 5.1 Understand how to teach students how to read visuals to better understand a particular discipline.
   - 5.2 Understand how to teach students how to create visual representations to convey and organize information in the disciplines.
6. Recognize the importance of utilizing primary sources in the disciplines to strengthen the reading and understanding of disciplinary principles.
   - 6.1 Consider the role of primary sources in creating understanding of historical and scientific principles.
   - 6.2 Teach students how to read primary sources in context of learning.
   - 6.3 Utilize primary sources as support and reasoning in writing within the disciplines.
7. Consider credibility of sources for building disciplinary understanding.
   - 7.1 Learn strategies for evaluating both print and internet sources.
   - 7.2 Differentiate good and better sources to use as support for an idea.
   - 7.3 Examine strategies for writers to write from and with research.
8. Explore critical thinking skills necessary in each of the disciplines.

8.1 Learn and create strategies for both scientific and historical thinking.
8.2 Consider the differences between theory, fact, judgment, and opinion.
8.3 Utilize metaphors to create meaning.
8.4 Learn thinking structures to help disciplinary learning.

9. Gain knowledge of approaches to encourage writing from sources in all types of media, to use research in the writing process, and to learn to write argument in disciplinary writing.
    9.1 Consider the difference between persuasive writing and argument writing.
    9.2 Create classroom activities and lessons to help students learn to support claims with reasons and evidence.
    9.3 Teach students the modes and types of writing most utilized in each discipline.
    9.4 Use models to teach disciplinary writing.
    9.5 Understand the process and value of writing-to-learn activities in the disciplines.
10. Explore the use of technology in teaching and enhancing disciplinary literacy.
    10.1 Consider the advantages of new media in teaching within each discipline.
    10.2 Recognize the importance of new and diverse “texts” and media within the standards.
    10.3 Construct activities to best use technology in each of the disciplines.

## Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, Forum and Assessment completion, as well as the synthesis of new knowledge and skills in designing educational applications.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.

5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

## Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, self-evaluations, instructor feedback, and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment. Copies of the course performance assessment rubrics are included in Appendices A-C.

## Compliance with National Board of Professional Teaching Standards

The National Board of Professional Teaching Standards represents the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards) which cover five aspects of professional educational practice: (1) commitment to students and their learning, (2) knowledge of subject matter and instructional strategies, (3) management and monitoring of student learning, (4) systematic reflection about the teaching profession to learn and grow from experience, and (5) collaborative participation in the educational learning community.

## Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards

The Interstate Teacher Assessment and Support Consortium's work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels. All teachers should meet the following standards: (1) learner development, (2) learning differences, (3) learning environments, (4) content knowledge, (5) application of content, (6) assessment, (7) planning for instruction, (8) instructional strategies, (9) professional learning and ethical practices, and (10) leadership and collaboration.

## Final Projects

Participants taking courses for professional development unit (not-for-credit) must follow the same Participation Expectations as posted in the course syllabus. Participants will complete readings and tasks as outlined in the Task List. Forum Postings are also required. However, participants will be exempt from completing the Formative and Summative assignments unless otherwise noted. Proof of seat hours will be presented to the participants after completing the state required course evaluation located on the student portal.

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course. Assessment of the project should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Final projects are due and will be submitted to the instructor within 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

## Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

**Distinguished:** The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements;* is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

**Proficient:** The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

**Basic:** This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

**Unsatisfactory:** The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of

application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

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| Participation and Reflection | 30% |
| Formative Assessments | 30% |
| Summative Assessments | 40% |

## Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

## Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the Director of Academic Affairs prior to the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

## Attendance

Participants will have 12 weeks from the time of their first date of login to complete the course. They will need to contact their instructor and The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given. Failure to complete all work in the 12 week time frame may result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

## University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such polices include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.