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|  | **ENGL 300 Course Syllabus**  **Content-Area Literacy**  **Fall 2022** |

**Instructor: Michelle Holschuh Simmons, Ph.D.**

**Email:** [**msimmons@monmouthcollege.edu**](mailto:msimmons@monmouthcollege.edu)

**Class time/place: T-Th 12:30-1:45; Wallace 201**

**Office: Wallace 209B**

**Office phone: (309) 457-2153**

**Cell phone: (309) 264-9728**

**Office hours: Monday, Wednesday, Friday, 8:00-10:00 AM, and by appointment. Occasionally I need to be off campus, but I am generally available in my office every day, Monday through Friday, from about 7:30 to about 4:00.**

**Official Catalog Description**

A study of the ways adolescents and young adults use literacies to explore concepts, generate knowledge, and demonstrate understanding. This advanced course models a student-centered, process approach to curriculum and instruction as it engages students in workshop activities and asks them to consider research-based practice that support adolescents’ achievement of content area goals.

**Course Materials**

* Zwiers, J. (2014). Building Academic Language: Meeting Common Core Standards Across

Disciplines. 2nd edition. San Francisco: Jossey Bass. (available at the MC bookstore)

* We will use a collection of book chapters, journal and magazine articles, videos, and websites

over the course of the semester. PDF copies and links to all readings/videos will be available on

the course Google Classroom site. Please print all articles so you can annotate them.

**Relevant Teaching Standards**

| Monmouth College Teacher Education Conceptual Framework |
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| Standard |
| *Knowledge*  K1. Candidates exemplify an awareness of the larger cultural, cognitive, and linguistic contexts within which learning occurs.  K2. Candidates possess a broad knowledge base in both their academic disciplines and literacy instruction.  K3. Candidates exhibit knowledge of learning theories and their relevance to cognitive, social, and emotional development.  K4. Candidates understand a variety of contemporary instructional planning and design strategies that are appropriate for their students |
| *Experience*  *E2. Candidates creatively design instruction based upon effective pedagogical principles, subject matter, and curriculum goals.*  *E3. Candidates integrate subject-matter and literacy knowledge across and within disciplines.*  *E4. Candidates routinely reflect upon and revise teaching practices to enhance student learning and promote critical thinking skills.*  *E6. Candidates regularly create instructional opportunities that are adaptive to diverse (e.g., cognitive, linguistic, cultural) learners.*  *E7. Candidates create a learning environment that encourages positive social interaction and active engagement in learning.* |
| *Professionalism*  *P3. Candidates effectively communicate with students, parents, colleagues, and others to support and enhance learning communities.*  *P4. Candidates recognize and appropriately respond to the need for on-going self-development in response to professional standards of practice.* |

| Illinois Professional Teaching Standards  23 Illinois Administrative Code, Part 24, Section 130 |
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| Standard |
| *Standard 2 - Content Area and Pedagogical Knowledge --* The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice. (I,Q) |
| Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge. (A-F,H,I,K-Q) |

**Overarching Course Goals**

By the end of the course, candidates will:

1. understand the relationships between literacy, culture, identity, and reading process as it relates to learning in content areas;
2. identify special reading demands for each content area and develop appropriate instructional activities with different backgrounds of each student in mind;
3. use reading/writing/thinking activities in daily instruction that promotes key literacy practices in the following areas: decoding, fluency, vocabulary, and comprehension;
4. develop a collection of subject-related materials appropriate that will motivate, engage, and meet the needs of diverse learners;
5. develop lesson plans that engage students in questioning, investigating, and reasoning to promote critical thinking in their content learning; make it inter-disciplinary; consider and include various forms of "texts" from outside the textbook;
6. develop critical consciousness as a means to examine their perceptions and demonstrate reflective practice.

**Course Requirements**

*All assignments are required in this course. I reserve the right to adjust project guidelines, due dates, and scope of assignments, but I will notify students of those changes in writing well before affected due dates.*

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| **Goal** | **Assignment** | **Weight** |
| 1, 2 | Informal Writing Assignments | 50 |
| 1, 6 | Midterm and Final Exams | 65 |
| 2, 3, 4, 5 | Lesson plan and connection paper | 35 |
| **Total** | | 185 |

**Grading Scale**

93-100= A 87-89 = B+ 77-79 = C+ 67-69 = D+ 59 and below = F

90-92 = A- 83-86 = B 73-76 = C 63-66 = D

80-82 = B- 70-72 = C- 60-62 = D-

**Lesson plan and connection paper**

For this assignment, you will design a literacy-oriented lesson, write a lesson plan, and write a paper connecting your pedagogical decisions with our course material. See the assignment sheet for more information.

**Course Policies**

**Attendance policy**

Students are expected to thoroughly prepare for and actively participate in class. Thorough preparation minimally includes reading and engaging with all required assigned readings (i.e., annotating in the margins) before each class. Additionally, students may need to review previous class notes, and read and annotate additional outside reading/research. Active participation includes bringing readings to class, taking notes, being attentive and consistently participating in whole and small group class discussions by asking and answering questions and comments raised by others.

**Note:** I understand that occasionally you may need to miss class. Although absences may be unavoidable and may be excused, missed participation in course activities cannot be made up and will impact your final grade. **No more than three unexcused absences are permitted. On the fourth and all subsequent absences, students’ grades will drop one full grade (an A- to a B-, or a B+ to a C+, etc.). As a courtesy, please email me before class if you will be absent.**

**Course schedule**

A week-by-week course schedule with all due dates, readings, and assignments will be available both in paper and online through our GoogleClassroom class site.

**Late assignments**

I will accept late submissions on select course assignments within a reasonable amount of time, **if you have made prior arrangements with me.** Assignments submitted late without prior arrangement with me will incur a 10% grade deduction per day.

**Course Engagement Expectations**

Students should expect to work an average of 11 hours each week for this course, including the 2.5 hours of class time. Approximately 8 hours of out-of-class time each week will be needed to complete reading assignments, engagement in out-of-class assigned experiences, and preparation of course materials for presentation and evaluation.

**Academic Integrity**

From the Monmouth College Academic Honesty Policy:

We view academic dishonesty as a threat to the integrity and intellectual mission of our institution. Any breach of the academic honesty policy – either intentionally or unintentionally - will be taken seriously and may result not only in failure in the course, but in suspension or expulsion from the college. It is each student’s responsibility to read, understand and comply with the general academic honesty policy at Monmouth College, as defined here in the Scots Guide, and to the specific guidelines for each course, as elaborated on the professor’s syllabus.

The following areas are examples of violations of the academic honesty policy:

Cheating on tests, labs, etc.;

* Plagiarism, i.e., using the words, ideas, writing, or work of another without giving appropriate credit;
* Improper collaboration between students, i.e., not doing one’s own work on outside assignments specified as group projects by the instructor;
* Submitting work previously submitted in another course, without previous authorization by the instructor.”

Please note that this list is not intended to be exhaustive.

The complete Monmouth College Academic Honesty Policy can be found on the College web page by clicking on “Student Life” then on “Scot’s Guide” in the navigation bar to the left, then “Academic Regulations” in the navigation bar at the left. Or you can visit the web page directly by typing in this URL: <https://ou.monmouthcollege.edu/life/residence-life/scots-guide/academic-regulations.aspx>

In this course, any violation of the academic honesty policy will have varying consequences depending on the severity of the infraction as judged by the instructor. Minimally, a violation will result in an “F” or 0 points on the assignment in question. Additionally, the student’s course grade may be lowered by one letter grade. In severe cases, the student will be assigned a course grade of “F” and dismissed from the class. All cases of academic dishonesty will be reported to the Associate Dean who may decide to recommend further action to the Admissions and Academic Status Committee, including suspension or dismissal. It is assumed that students will educate themselves regarding what is considered to be academic dishonesty, so excuses or claims of ignorance will not mitigate the consequences of any violations.

**Instructional and Personal Assistance at Monmouth College**

Monmouth College EOE/Nondiscrimination Statement Monmouth College is committed to diversity and encourages applications from women, persons of color, and members of other underrepresented groups. Monmouth College does not discriminate on the basis of race, religion, color, sex, national origin, ancestry, disability, age, military service, marital status, sexual orientation, pregnancy or other factors as

prohibited by law. Monmouth College admits students of any race, religion, color, sex, national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to Monmouth students.

Any inquiries regarding Title IX or the College’s Policy Prohibiting Discrimination, Harassment, and Retaliation should be directed to the Title IX Coordinator identified below. The Coordinator will be available to meet with or talk to students, staff, and faculty regarding issues relating to Title IX and this policy.

Michelle Merritt

Title IX Coordinator

Associate Vice President of Student Life and Co-Dean of Students

Room 126, Poling Hall (main level)

(309) 457-2114

[titleix@monmouthcollege.edu](mailto:titleix@monmouthcollege.edu)

Individuals may also contact the U.S. Department of Education’s Office of Civil Rights for

additional information.

Office for Civil Rights

U.S. Department of Education-Chicago Office

500 W Madison St., Suite 1475

Chicago, IL 60661-4544

(312) 730-1560

[ocr@ed.gov](mailto:ocr@ed.gov)

**Student Success at Monmouth College:**

Student Success & Accessibility Services offers free resources to assist Monmouth College students with their academic success. Programs include Supplemental Instruction for difficult classes, Drop-In and appointment tutoring, and individual Academic Coaching. Our office is here to help all students excel academically, since every student can work toward better grades, practice stronger study skills, and manage their time better. SSAS is located in the new ACE space on the first floor of the Hewes Library, opposite Einstein’s Bros Bagels. They can be reached at 309-457-2257 or via email at: [ssas@monmouthcollege.edu](mailto:ssas@monmouthcollege.edu)

**Accessibility Services:**

If you have a disability or had academic accommodations in high school or another college, you may be eligible for academic accommodations at Monmouth College under the Americans with Disabilities Act (ADA). Monmouth College is committed to equal educational access. To discuss any of the services offered, please call or meet with Jennifer Sanberg, Associate Director of Student Success & Accessibility Services. SSAS is located in the new ACE space on the first floor of the Hewes Library, opposite Einstein’s Bros Bagels. They can be reached at 309-457-2257 or via email at: [ssas@monmouthcollege.edu](mailto:ssas@monmouthcollege.edu)

**Counseling Services**

Monmouth College provides cost-free, professional and confidential counseling sessions to support you and to help you manage challenges that may impact your personal and academic success. The Counseling Center is located in the lower level of Poling Hall, Suite 6 and the hours are Monday-Friday, 8:30 am to 5 pm. For appointments, please call 309-457-2114 or email [counselingcenter@monmouthcollege.edu](mailto:counselingcenter@monmouthcollege.edu)

Cindy Beadles, Director of Counseling Services 309-457-2114 Upper Level, Poling Hall Thomas Caudill, Counselor 309-457-2114 Upper Level, Poling Hall Brandon Ouellette, Interim Chaplain 309-457-2380, [bouellette@monmouthcollege.edu](mailto:bouellette@monmouthcollege.edu)

**Writing Center:**

The Writing Center offers unlimited, free peer tutoring sessions for Monmouth College students. Peer writing tutors are trained to work with writers from any major, of any writing ability, on any type of writing assignment, and at any stage of their writing processes, from planning to drafting to revising to editing. Peer speech tutors are also available on a limited basis to assist student speakers at any point in the process of designing a speech – from outlining to delivery. The Writing Center is located on the main floor of the Hewes Library. No appointment is necessary! Visit <https://www.monmouthcollege.edu/offices/writing-center/> for the latest information on hours of operation and writing center workshops.

Library Resources:

Hewes Library: The goal of Hewes Library is to help students succeed in meeting their research needs. We do this in person and online, using a variety of formats including chat, email, and Zoom. We provide access to print and digital resources and have access to collections from around the world. We encourage students to reach out if they have questions and #JustAsk! We’re here to help. Email [reference@monmouthcollege.edu](mailto:reference@monmouthcollege.edu) to set up a personal consultation OR visit/call the Hewes Library reference desk during scheduled hours. 309-457-2301

Our hours this year are:

* Sunday 1pm-9pm
* Monday - Thursday 7:30am - 9pm
* Friday 7:30am-4:30pm
* Saturday CLOSED