MISSION STATEMENT

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

Description

Focuses on the relationship between language arts and the development of competent readers and writers across disciplines. The nuances of different types of disciplinary readers are examined through the major shifts in literacy across disciplines with an analysis and implementation of the English Language Arts Standards and effective literacy instruction.

Objectives

College of Education Mission

The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

Understanding Students

Candidates will learn how to better choose instructional materials and strategies to meet specific student needs and create a positive learning climate conducive for disciplinary literacy for every student. They will consider the need for students to become excellent readers of textbooks and non-fiction text in disciplines and support these efforts with appropriate reading strategies.

Serving the Community

Candidates will explore the integration of the language arts with the various disciplines in order to assist students with developing and increasing effective communication skills for acquiring and sharing relevant information used in today’s global society. Candidates will become experts in disciplinary reading strategies in order to support the school and home community.

Finding Our Professional Selves

Candidates will challenge themselves to create authentic contexts for student disciplinary literacy learning and reflect and examine their own communication techniques used in collaborative teaching and learning situations and classroom instruction.

Outcomes

Access to standards referenced in this section can be found at
By the conclusion of the course, each participant will be able to do the following:

1) Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources (IRA Standard 3; NBPTS 1,2)
   1a. Select and use quality text from a variety of sources, guided by evidence based rationale
   1b. Demonstrate knowledge of texts specific to grade levels, disciplines and diversities
   1c. Build an accessible, multilevel, and diverse classroom library

2) Candidates design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction (IRA Standard 5.1; NBPTS 1,3)
   2a. Design a disciplinary classroom that provides easy access to books and other instructional materials
   2b. Create disciplinary classroom areas that are motivating and promote literacy across disciplines

3) Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write (IRA Standard 5.2; NBPTS 1,2,3)
   3a. Demonstrate knowledge of the importance of choice, motivation and scaffolded support in disciplinary classes
   3b. Maintain positive social environments in disciplinary classes

4) Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions and peer feedback) (IRA Standard 5.3; NBPTS 1,2,3)
   3a. Understand the role of routines in disciplinary classes to create and maintain positive learning environments
   3b. Create and use routines to support instructional and social goals

5) Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction (IRA Standard 5.4; NBPTS 1,2,3)
   3a. Model and scaffold procedures so students learn to work effectively in a variety of disciplinary activities and configurations
   3b. Explore various practices to differentiate reading and writing instruction in disciplinary classes (cooperative learning, literature circles, partner work, and research groups)

Materials

RQD-Lent, R. S. (2015). This is disciplinary literacy: Reading, Writing, Thinking, and Doing . . . Content area by Content Area. ISBN: 978-1506306698

Assignments

Professional Discourse, Participation and Reflection
Candidates will respond to weekly discussion and reflection prompts.

- Course outcomes 1,2,3,4,5
- Standards IRA 2.3, 5.1, 5.2, 5.2, 5.4; NBPTS 1,2,3

Lesson Plan
Candidates will design a lesson plan that incorporates awareness and implementation of Disciplinary Literacy pedagogy and strategies.

- Course outcomes 1
- Standards IRA 2.3; NBPTS 1,2
Collaborative Learning Evaluation
Candidates will evaluate collaborative learning happening in their own, as well as a colleague’s, classroom and discuss the implications on student learning.

- Course outcomes 2,3
- Standards IRA 5.1, 5.2; NBPTS 1,3

Unit Plan and Lesson
Students will craft a unit that they may use in practice utilizing an awareness of Disciplinary Literacy.

- Course outcomes 4,5
- Standards IRA 5.3, 5.4; NBPTS 1,2, 3

Course Policies

Policies for the College of Education at University of St. Francis

CLICK HERE (https://stfrancis.edu/real/syllabus) for policies, including but not limited to:

- Method of Instruction
- Expectations of Candidates
- Online Courses
- Attendance Policies for Site-Based and Online Courses
- Minimum Standards for Writing

Course Evaluations | IDEA Surveys
USF has elected to participate in the AQIP Program which requires a focus on continuous quality improvement as part of our Higher Learning Commission accreditation. The information learned during the IDEA Course Evaluations is an important part of maintaining quality and continuous improvement in courses, and it is the University’s expectation that students will thoughtfully participate in this evaluation process.

Institutional Policies

Students should use the USF portal as the first resource for guidance and support on items such as student complaints, safety, security and transportation questions, contact information for various USF departments, student support services such as counseling and academic resources. Information on these resources can be found in the “For Students” section of the USF portal.

A complete listing of university policies and procedures can be found in the University of St. Francis Course Catalog and Student Handbook. For the most current version of the catalog, please visit http://stfrancis.edu/academics/university-catalog

Academic Integrity

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Since a lack of integrity hinders the student’s academic development, it cannot be tolerated under any circumstances. Violations include but are not limited to: cheating, fabrication, facilitating academic dishonesty, plagiarism, and denying others access to information or material. See the USF Catalog (https://www.stfrancis.edu/academics/university-catalog/) for further clarification and information on grievance procedures.

Services and Accommodations for Students with Disabilities (ADA)

The University strives to be in compliance with the Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA). A student who requires special accommodations or arrangements due to a disability should contact the Office of Disability Services. This contact preferably should occur no later than the first week of classes. Early contact before the semester starts is encouraged to allow sufficient time to provide accommodations. Extra time is needed for some types of accommodations such
as sign language interpreters or special text formatting. Should a need arise after the start of a semester, the student is encouraged to contact the Office of Disability Services as soon as possible. Note that accommodations are not retroactive. Each case will be reviewed on an individual basis to determine reasonable and appropriate accommodations.

USF is committed to ensuring the full participation of all students in its programs, regardless of the course format. If you have a documented disability and need a reasonable accommodation to participate in a course, complete course requirements, or benefit from the University’s programs or services, please contact the Office of Disability Services at 815-740-3631 or ODS@stfrancis.edu. The Office of Disability Services is in the Academic Resource Center (ARC) and is located on the second floor of the LaVerne and Dorothy Brown Library in room L214. Consultations are welcome, please contact the Office of Disability Services for an appointment.

Technology Support

1. The Department of Academic Technology (DAT) administers the learning management system Canvas. If you are experiencing any difficulty using Canvas or need technical assistance, you have several options to receive support, including:
   a. 24x7 Live Canvas Support. If you experience technical difficulties or have a question about Canvas, you can receive support 24 hours a day 7 days a week through the Canvas help menu. From the help menu, select Chat with Canvas Support for a “live” text-based click-to-chat session,
   b. select Report a Problem to send an email support request, or speak to someone directly by using the toll-free number listed under the Canvas Support Hotline.

   NOTE: Responses to Canvas’ email-based Report a Problem request system will go to your USF stfrancis.edu email account, NOT your personal email.

2. Online Self-Service Help Resources. A student user guide and other resources for solving issues related to Canvas can be found at http://learnitnow.stfrancis.edu

3. Telephone Support from DAT. You can also phone the Department of Academic Technology for personal help at (815) 740-5080 or (866) 337-1497 (toll-free) between 8 a.m. and 4 p.m. Central Standard Time, Monday through Friday.

For any technical support issues that are not related to Canvas, please contact the USF Technology Support Center (TSC). You can reach them via:
   • Phone: 1-815-768-TECH (8324)
   • Email: techsupport@stfrancis.edu
   • Web: http://techsupport.stfrancis.edu
   • Or visit them on the first floor of Marian Hall

Notice of Copyright

This course may contain copyrighted materials that are intended to support the learning experiences of students currently enrolled in the course. No student may retain or further disseminate any copyrighted materials, in their entirety or any portion thereof, under penalty of law.

Academic Support Services

The Academic Resource Center (ARC) located in Room L214 in the Library (815-740-5060) offers various types of academic services. Online and distance learning students can contact ARC for appropriate resources. ARC serves students who need tutoring in many areas of study including writing and math. Library services include a number of online services and full text databases. Call the Library at 815-740-5041 for additional information. If you need academic-related resources or assistance, please contact the Academic Resource Center.

Additional Items

Course References


