



**EDUCATION ABROAD UK SPONSORED PROPOSAL - NEW PROGRAM**

*⚠ SUBMISSION REQUESTED 6-8 MONTHS PRIOR TO PROGRAM DEPARTURE.*

*(Required per [Administrative Regulation 4:9](#))*

In order to minimize institutional risk and to ensure compliance with Administrative Regulation 4:9, Education Abroad at UK asks faculty and staff members organizing credit-bearing, faculty-directed, education abroad programs to submit the following information and necessary documentation as specified. All credit-bearing, education abroad experiences must be reviewed and approved at the college-level as well as reviewed, approved, and managed by Education Abroad at UK.

Completed program proposals should be submitted to Education Abroad at UK at least **6-8 months prior to program departure**. Program directors will also submit the Curriculum Committee Approval for Education Abroad form to Education Abroad at UK at least 2 months prior to program departure.

SUBMIT COPIES TO:

1. Sponsoring Department Chair
2. Sponsoring College Curriculum Committee or Education Policy Committee Chair
3. ATTN: Ms. Abby Hollander, Assistant Director, Education Abroad at UK, 303 Bradley Hall, [a.hollander@uky.edu](mailto:a.hollander@uky.edu)

Upon receipt, Education Abroad will contact the primary program director to discuss program development options. Please feel free to contact Abby Hollander, [a.hollander@uky.edu](mailto:a.hollander@uky.edu), 859-257-4067 with questions or for assistance with this process.

**PRIMARY UK PROGRAM DIRECTOR/ORGANIZER INFORMATION:**

Please attach a brief profile for each participating program director (<150 words) to be used in promotional materials. Please also attach a brief description of each program director's previous education abroad program leadership experience, highlighting relevant experience in the host destination(s), if any.

Name of primary UK faculty or staff organizer:	
Primary faculty or staff director position/rank:	
Campus address:	
Email address:	
Names and roles of additional participating UK faculty or staff (if applicable):	

**SPONSORING COLLEGE/DEPARTMENT INFORMATION:**

Please note that signatures of the primary sponsoring department chair and the sponsoring college dean or associate dean are required before program development can be initiated.

Primary sponsoring college:	
Primary sponsoring department:	
Name of department chair:	
Name of Curriculum Committee or Educ. Policy Committee (EPC) chair:	
Has the Curriculum Committee or EPC been preliminarily informed?	

Secondary sponsoring college (if applicable):	
Secondary sponsoring department:	
Name of department chair:	
Name of Curriculum Committee or Educ. Policy Committee (EPC) chair:	
Has the Curriculum Committee or EPC been preliminarily informed?	

## ACADEMIC PROGRAM DEVELOPMENT

### 1. DESCRIPTION OF THE EDUCATION ABROAD PROGRAM:

International destination city(s) and country(s):	
Recommended program title:	
Semester and year offered:	
Anticipated program dates (if known):	
Experience type (study, internship, research, teaching, service learning):	
Is the EA program part of a broader initiative? If so, please specify.	
Is this an Embedded Education Abroad <sup>1</sup> program?	
Total number of UK credits to be offered:	
Host institution (if applicable):	
Do you intend for this to be a recurring program? If yes, please indicate the timing for future offerings.	

<sup>1</sup> International programs offered for academic credit that include a brief experience abroad as a minor component of a course (one credit or less) for which most of the content is provided within the United States. This category generally includes short-term, usually faculty-directed, group travel programs for which an international excursion is supplemental or embedded within an academic course. Embedded programs are typically offered during the fall and spring semesters with travel occurring during semester breaks.

## 2. PROGRAM LEARNING OUTCOMES:

Please provide at least three student learning outcomes for the overall program. These may be used for promotion and outreach, and also for education abroad outcomes assessment research and program evaluation purposes.

a.	
b.	
c.	

Please provide a brief explanation of how these learning outcomes will be assessed.

## 3. ADDITIONAL PROGRAM GOALS OR HIGHLIGHTS

Please note any additional goals or highlights of the program that will be of interest to potential students. These can include unique elements such as specific site visits, guest lectures, special activities, etc. These highlights may be included in printed and online promotional materials.

a.	
b.	
c.	

## 4. ACADEMIC COURSE INFORMATION:

In order for residential UK courses to be taught off-campus, the academic content must be consonant with the original intent and learning outcomes of the course. In cases where the learning outcomes are substantially different, a "Special Topics" designation within the major must be used. When the learning outcomes remain consistent with the already approved UK course, the regular course number and title will be used.

For summer and winter intersessions, the academic course(s) will be accompanied on the transcript by ISP 599: Study Abroad. This is a one credit hour pass/fail course used to indicate that the enrolled student is participating in an education abroad program. Courses delivered entirely abroad will carry a section number of 701-799 and will be built as "off campus" activity types. They will also be accompanied by a course note indicating that the course is taught abroad.

For fall and spring *embedded* education abroad programs, participants will not be enrolled in ISP 599 and the course should not be built as "off campus" or with the 701-799 section number. Academic courses taught via embedded programs should be built with a course note indicating that the course has a required international travel component.

If the program is open to graduate students, please include both the undergraduate and graduate course information. It is acceptable to list the graduate credit as something that must be arranged individually.

First UK course number & title:	
Total credit hours:	
Total contact hours of instruction:	

Instructor of Record for the myUK course catalog:	
Will any part of this course be taught on campus? If so, what is the anticipated start date for the on-campus meetings?	
Does this course fulfill degree or UK Core requirements? Please specify.	
Required course pre-requisites (if any):	
Language of instruction:	

Second UK course number & title (if applicable):	
Total credit hours:	
Total contact hours of instruction:	
Instructor of Record for the myUK course catalog:	
Will any part of this course be taught on campus?	
Does this course fulfill degree or UK Core requirements? Please specify.	
Required course pre-requisites (if any):	
Language of instruction:	

Third UK course number & title (if applicable):	
Total credit hours:	
Total contact hours of instruction:	
Instructor of Record for the myUK course catalog:	
Will any part of this course be taught on campus?	
Does this course fulfill degree or UK Core requirements? Please specify.	
Required course pre-requisites (if any):	
Language of instruction:	

## 5. STUDENT ELIGIBILITY:

The minimum requirements for students to be eligible for participation in an Education Abroad at UK program are a cumulative UK GPA of at least 2.0 and good academic and judicial standing. Program directors may establish additional eligibility requirements.

Minimum class standing required (freshmen, sophomore, etc):	
Is the program open to both undergraduate and graduate students?	
Minimum cumulative GPA required (can be no less than a 2.0):	
Required major, department or college (if applicable):	
Minimum level of foreign language proficiency (if applicable):	
Additional skills and knowledge required (if applicable):	
Will non-student applicants be allowed to participate in the program? If so, who are the anticipated non-student participants? (e.g. other faculty, staff or community members, etc)	

## RISK MANAGEMENT

### 1. DESTINATION SPECIFIC HEALTH AND SAFETY CONCERNS:

All Education Abroad at UK programs must adhere to best practices in health, safety and security. Additionally, UK Risk Management may be asked to review program structures to minimize institutional liability.

Per AR 4:9, the University does not sponsor or approve international travel for educational purposes in a country for which a U.S. Department of State Travel Warning is in effect. However, the University will consider exceptions on a case-by-case basis. Exceptions are based upon petitions submitted by each student, faculty, or staff employee proposing the travel, and are reviewed by the Travel Warning Subcommittee of the Education Abroad Advisory Committee. The Subcommittee makes a recommendation to the Associate Provost for International Programs, who consults with the college dean, or designee, before making a final decision.

Please review the following websites and identify any health and safety risks in the destination country(s) in the provided textbox:

- [Center for Disease Control](http://www.cdc.gov/travel/) [http://www.cdc.gov/travel/]
- [Travel Warning and Consular Information](http://travel.state.gov/) [http://travel.state.gov/]
- [Overseas Security Advisory Council \(OSAC\)](https://www.osac.gov/Pages/Home.aspx) [https://www.osac.gov/Pages/Home.aspx]
- [UK Travel Medicine Clinic](http://ukhealthcare.uky.edu/) [http://ukhealthcare.uky.edu/]
- [HTH Worldwide](http://www.hthworldwide.com/) [http://www.hthworldwide.com/]
- [Business Procedures - Motor vehicle Insurance](http://www.uky.edu/EVPFA/Controller/files/BPM/E-14-1.pdf) [http://www.uky.edu/EVPFA/Controller/files/BPM/E-14-1.pdf]
- [Business Procedures - Use of Motor Vehicles](http://www.uky.edu/EVPFA/Controller/files/BPM/E-14-2.pdf) [http://www.uky.edu/EVPFA/Controller/files/BPM/E-14-2.pdf]

## 2. PROGRAM SPECIFIC HEALTH AND SAFETY CONCERNS:

Please address any health and safety risks associated with program activities, including but not limited to, the following activities: water activities or travel on water, strenuous physical activity, exposure to dangerous plants and animals, extreme environmental conditions (e.g., high altitude), farm visits or contact with animals, and home stays.

--

Are you chartering any aircraft or watercraft? If so, have you contacted UK Risk Management for any additional requirements? Tel. 859-257-3708	
--	--

Is an external agent to UK involved in the logistics or in hosting any excursions? If so, please provide the name and contact information for this agent.	
---	--

## 3. TRAVEL MEDICAL INSURANCE:

All participants of UK Sponsored programs are required to have adequate travel medical insurance for the duration of the program abroad. Current university coverage includes evacuation coverage for natural disaster and political insecurity. More information can be found at [www.uky.edu/educationabroad](http://www.uky.edu/educationabroad).

Education Abroad at UK will purchase travel medical insurance for all program directors and participants. The insurance for program directors will be covered by the program budget (paid for via a program fee to all participants). The cost of insurance for the program participants will be included in the program fee.

Are any other insurance requirements necessary? If so, please specify.	
--	--

## GENERAL PROGRAM DEVELOPMENT & PROMOTION

Please feel free to contact Abby Hollander, [a.hollander@uky.edu](mailto:a.hollander@uky.edu), 859-257-4067 with any questions or for additional assistance with the following questions. This portion of the proposal is designed to guide the development of the program abroad and may change as needed after the program is approved.

### 1. PROGRAM CUSTOMIZATION:

Education Abroad at UK partners with reputable organizations to provide customized support for faculty-directed programming. Customized programming can include planning and logistics, arrangements for housing and academic facilities, planned cultural excursions, coordination of guest speakers, on-site support for health and security, assistance with promotion and outreach, etc. Please indicate your interest in having additional assistance in this regard.

Would you like to receive more information on customized programming?	
---	--

Is there a particular provider organization you would like to work with?	
--	--

Briefly describe the type of customized support you wish to receive.	
--	--

### 2. PROGRAM BUDGET:

All expenses associated with this program, including director stipends and travel expenses, must be covered by student fees, billable to students during the term in which the program is offered. Program directors are responsible for following UK policies and procedures in managing program funds and operating within the established budget. Program budgets will be established in consultation with Education Abroad at UK.

Please indicate any sources of potential funding that may offset the overall program cost to students. Please note that Education Abroad at UK offers limited scholarship support to all credit-bearing education abroad programs. Specific deadlines apply.

Type and amount of financial support from sponsoring college/department:	
Type and amount of financial support from other sources (i.e., grant funding):	
External financial aid/scholarship support:	

### 3. STUDENT ACCOMMODATIONS:

Please indicate the primary type of accommodation and methods of in-country transportation for program participants.

Primary type of housing (hotel, apartment, hostel home stay, etc):	
Is an external agent to UK involved in part of the program logistics or in housing students? If so, please explain.	

### 4. PROMOTION & OUTREACH:

Education Abroad at UK partners with program directors to provide on-going promotion and outreach. Education Abroad at UK will create a program website, flier or poster for each program (if needed), and as coordinate promotional events throughout the year. Program directors are expected to actively promote their program at organized Education Abroad events, such as the annual fall and spring EA fair, as well as within their respective departments and colleges.

Primary student populations/disciplines:	
Estimated number of participants:	
Describe your outreach strategies to enroll traditionally underrepresented student populations (e.g., minority students, first generation, low SES, etc.)	
Will the program director(s) recruit at other institutions? If so, list key institutions.	
Would you like Education Abroad at UK to create a flier or poster to promote this program?	

### 5. PARTICIPANT SELECTION AND ACCEPTANCE:

Program directors will have access to all student application materials via the Education Abroad application software and are responsible for approving all program participants in coordination with the designated education abroad advisor. All participant applications will include basic enrollment information (major, classification, GPA, etc.), a statement of academic purpose, a health self-disclosure form, etc.

Program director responsible for approving student applications:	
Approving program director's myUK login ( i.e. abco224): <i>Do not provide your password.</i>	
Do you wish to require additional application materials?	

## ADDITIONAL MATERIALS

### 1. DRAFT SYLLABUS:

If available, please attach draft copy of the syllabus for each course to be taught abroad. Final syllabi will be requested closer to the program date of departure.

### 2. TENTATIVE ITINERARY:

If available, please attach a copy of a tentative program itinerary. A final itinerary will be submitted closer to the program date of departure. If you are interested in the customized option for developing this program, an itinerary isn't necessary.

## ADDITIONAL COMMENTS (IF ANY)

## ADMINISTRATIVE REGULATION 4:9 REQUIRED AUTHORIZED SIGNATURES

We certify that the information we have submitted is accurate to the best of our knowledge. We also agree that this program is in compliance with UK's academic and administrative policies, including those concerning risk management.

**Primary Sponsoring Department or Unit:**  
(Department Chair)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name/Title

**Primary Sponsoring College:**  
(Dean or Associate Dean)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name/Title

**Primary UK Director:** .....

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name/Title

**Education Abroad at UK:**  
(Director or Assistant Director)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name/Title

## CURRICULUM APPROVAL

To ensure appropriate academic oversight, the University Senate requires that all UK courses taught as part of a credit-bearing, faculty-directed, education abroad program obtain college-level Curriculum Committee/Education Policy Committee approval. This requirement applies to all courses, even those that have already been approved by the University Senate to be taught domestically. The purpose of the approval is to ensure that UK courses taught abroad meet college-approved learning objectives and outcomes.

The [Curriculum Committee Approval for Education Abroad](#) form must be submitted to Education Abroad at UK at least **2 months prior to program departure**.

SUBMIT FORM TO:

1. Sponsoring College Curriculum Committee Chair or Education Policy Committee Chair
2. ATTN: Ms. Abby Hollander, Assistant Director, Education Abroad at UK, 303 Bradley Hall, [a.hollander@uky.edu](mailto:a.hollander@uky.edu)

## PROGRAM IMPLEMENTATION

Prior to teaching abroad, all program directors will be required to attend a pre-departure orientation conducted by Education Abroad at UK on policies, procedures and best practices on leading an education abroad program.

The following materials will be required from each program director no later than 2-3 weeks prior to program departure. Each program director will be required to create a "UK Sponsored Program Director" application in the Education Abroad database. The following materials will be submitted electronically to that application. Details for creating the program director application will be provided.

## SIGNATURE DOCUMENTS

These following documents must be digitally signed indicating awareness of Education Abroad at UK policies and procedures.

1. Duties and Responsibilities (outlines the roles and expectations of a program director)
2. Fiscal Responsibilities Agreement
3. Health & Emergency Statement
4. Instructions for Building an Education Abroad Course
5. Participation Agreement
6. Release, Indemnification, Waiver and Hold Harmless Agreement.

## APPLICATION QUESTIONNAIRES

Program directors will also be asked to complete and submit the following questionnaires providing more information about the final program arrangements as well as essential health and safety information.

1. Final Course Syllabus
2. On-Site Contact Information
3. Final Program Itinerary
4. Self Disclosure Form (provides health information that would be pertinent for Education Abroad at UK to know)
5. Travel Medical Insurance Extended Coverage
6. Passport Information

**EDC 533: Teaching Adolescent Literacy across the Disciplines**  
Department of Curriculum and Instruction (EDC), College of Education  
Course Syllabus—Fall 2011

Meeting Time: Wednesdays 5:00-7:30 PM

Location: Taylor Ed Building #207

Instructor: Laurie A. Henry, Ph.D.

Email: [lauriehenry@uky.edu](mailto:lauriehenry@uky.edu)

Office: 317 Dickey Hall

Office Phone: 257-7399

Mobile: 270-945-8808

Office Hours: Monday/Wednesday 3:00-4:00 and by appointment

### **Purpose**

The general purpose of this course is to provide an in-depth study of theories and teaching methods for integrating literacy instruction into content area classrooms at the middle and high school levels. The course will focus on the manner in which the language arts (including reading, writing, speaking, listening, viewing, and visually representing) are developed and used within the learning of discipline-specific curriculum, including adaptations for culturally diverse and exceptional learners. Additionally, the course will provide connections between knowledge of literacy processes, using language to support learning, and effective instruction that integrates reading and writing. The course content, readings, and assignments are designed to fulfill the Kentucky Teacher Standards within the conceptual framework for the professional education unit at the University of Kentucky, which emphasizes the theme, *Research and Reflection for Learning and Leading*. In addition, course activities will require access to the Kentucky core Content for Assessment and program of Studies for middle and/or high school levels. Finally, overarching themes throughout the course include the role of the middle and high school teacher as a reflective decision maker, teacher as researcher, culturally responsive pedagogy, and global citizenship.

### **Course Objectives/Learner Outcomes**

1. Learners will increase their understanding of developmentally appropriate practices to promote middle and high school students' growth in literacy engagements (including reading, writing, listening, speaking, viewing, and visually representing)
2. Learners will be introduced to and use literacy strategies that middle and high school students can apply to successfully comprehend, interpret, evaluate, and appreciate discipline specific texts.
3. Learners will create instructional goals and activities appropriate for middle and high school students' active learning through interaction with both print and digital text formats.
4. Learners will design, implement, and reflect upon instruction that supports middle and high school students' literacy development.
5. Learners will develop discipline specific instructional units that integrate reading, writing, speaking, and listening using multiple media formats to enhance middle and high school students' learning experiences.

6. Learners will demonstrate a basic understanding of literacy assessments for middle and high school students.
7. Learners will increase their repertoire of instructional strategies for teaching literacy in discipline specific classrooms in the middle and high school grades.
8. Learners will adapt instruction to accommodate middle and high school students' varying degrees of literacy proficiency.
9. Learners will identify and integrate appropriate texts (e.g. adolescent literature, trade books, and Internet resources) for instruction into their respective discipline specific area.
10. Learners will model effective oral and written communication.

### **Required Text**

Fisher, D., & Frey, N. (2012). *Improving adolescent literacy: Content area strategies at work*, 3<sup>rd</sup> ed. Allyn & Bacon.

### **Select one of the following texts**

The following texts are related to specific subject area disciplines. Learners are required to obtain one text relevant to his/her discipline area focus.

*English:* Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts, 4-12*. Stenhouse.

*Mathematics:* Hancewicz, E. Heuer, L., Metsisto, D., & Tuttle, C. L. (2005). *Literacy strategies for improving mathematics instruction*. ASCD.

*Social Studies:* Ogle, D., Klemp, R. M., & McBride, B. (2007) *Building literacy in social studies: Strategies for improving comprehension and critical thinking*. ASCD.

\* Additional readings from professional journals and other texts may be provided via e-reserve, in digital format, or distributed in class to enhance learning

### **Course Attendance and Participation**

Attendance in class and at field placements is expected. This course includes a variety of learning engagements and activities that require your regular presence and active participation. Since we will be working collaboratively, your attendance and preparation for **ALL** class meetings are crucial. Absences will result in make-up of class exercises missed and/or additional assignments. Regular attendance, punctuality, and participation are expected. Unexcused absences will adversely affect your grade. More specifically, your final grade will be **lowered by 5 points** for **each** class that you miss. **Two tardy arrivals will constitute as one absence**. Additionally, for an excused absence to be counted as such, documentation must be provided. If you must miss a class because of illness or other legitimate circumstance, **PLEASE** call, text, or email the instructor **before** class or as soon as possible afterwards.

You are expected to participate in class discussions, ask and answer questions, and voluntarily share your thoughts and ideas. The attendance/participation component of the course grade will reflect this requirement. It is expected that you will read and reflect on all required readings **PRIOR TO** the specified course meeting. Students are expected to exhibit courteous,

professional behavior at all times. Everyone's opinion matters and may be expressed, but not to the extent that it becomes offensive to others. If serious concerns arise, documentation may be submitted to the program faculty. Further, **cell phones, beepers, pagers, and other electronic devices must be turned off or silenced** during class.

### **Assignments**

This course includes a variety of experiences and assignments designed to support the learner's growth in learning effective methods of teaching literacy across the disciplines. As such, it is expected that all assignments will be submitted on their due dates. Late assignments will be penalized 20% of the total point value of the assignment for each successive class period past the due date. Daily assignments or other work missed due to an absence must be made up in full. Since all assignments are required, failure to submit work or participate fully in field experiences or other events will result in the lowering of the final grade at the discretion of the instructor.

### **Cheating and Plagiarism**

Academic honesty is always expected and assumed. Cheating and plagiarism are serious offenses that lead to significant consequences. The University views academic dishonesty very seriously. Plagiarism and cheating on any assignment or exam will receive a minimum penalty of the grade "E" for the assignment or exam. Students should be aware that suspension or dismissal from the University is a possible consequence of academic infractions.

See part II: Selected Rules of the University Senate, section VI – Student Academic Affairs, 6.3.0 – Academic Offenses and procedures (<http://www.uky.edu/StudentAffairs/Code/part2.html>)

### **Policy on Need for Instructional Modifications**

Students who have a disability or condition that may impair abilities to complete assignments or otherwise satisfy course criteria are encouraged to meet with the course instructor to identify, discuss, and document any feasible instructional modifications or accommodations. The students should notify the instructor no later than the end of the second class session, or not later than the next class session after the disability is diagnosed, whichever occurs earliest. If you need an accommodation for a disability that limits your ability to participate fully and meet the expectations of this class, you must first go through the University of Kentucky Disability Resource Center, located at 42 Alumni Gymnasium (257-2754).

### **Electronic Requirements**

*Email:* Learners must have access to email and the internet, either at home, work, or on campus. (UKY provides all students with free email accounts.) Learners will be required to send and receive electronic documents throughout the semester.

*Assignments:* All required assignments must be comply to a file format that is compatible with Microsoft Office software products (e.g. Word, Excel, PowerPoint) unless other arrangements are made with the course instructor. (UKY provides all students with a site license for Microsoft Office.)

### **Guidelines for Written Assignments**

All written assignments will be evaluated for content and presentation as graduate-level writing. The American Psychological Association (APA) style shall be followed for all written work. All written work must be completed in digital form and should be proofread carefully. (Do not rely solely on spell check!) Please follow these guidelines:

- Present your ideas in a clear, concise, and organized manner avoiding wordiness and redundancy.
- Develop points coherently, definitively, and thoroughly.
- Refer to appropriate authorities, studies, and examples to document where appropriate (providing accurate citations).
- Use correct capitalization, punctuation, spelling, and grammar.

### **Course Requirements and Evaluation**

Grades for this course are based on the following scale:

- A = 90 – 100% (Excellent Work)
- B = 80 – 89% (Good Work)
- C = 70 – 79% (Satisfactory Work)

The following assignments will comprise the course grade:

**Daily Participation and Attendance Grade – 10%** – As we are building a community of learners, learning to be reflective decision makers and becoming professional educators who maintain the high standards set for us, attendance and participation must be high priority aims. Learners will be required to participate in individual and/or group activities carefully chosen to scaffold learning.

**Leadership in class Discussions – 10%** – Each learner will provide leadership for colleagues by taking on the role of discussion leader or facilitator. As discussion leaders, learners are responsible for:

- Reading and reflecting upon the given week’s required readings and *selecting key information to emphasize* in discussion.
- Locating at least one additional related source and providing the group with information (either verbal, written, or visual) to *extend the group’s understanding* of the topic.
- Using appropriate instructional strategies to *actively engage* the group in experiences to enhance understanding of the topic.

(KTS: 1, 2, 3, 4, 9, 10)

**Literature Circles – 10%** – Each learner will participate in literature circles that focus on text readings. These peer-led discussion groups will provide opportunities for you to discuss assigned readings and focus on ideas for teaching and learning with texts. Participation in the book discussions will comprise the grade. Each week, learners are responsible for:

1. Assuming various roles to fully prepare and participate in literature circle discussions.
2. Reading and reflecting upon the given week’s required readings and selecting key information to emphasize in discussion based on assigned role.

(KTS: 1, 3, 8, 10)

**Literacy Assessment Inventory - 10%** - The purpose of this assignment is for learners to identify and understand authentic classroom-based literacy assessments that align with discipline-specific instruction. As various literacy assessment techniques are introduced throughout the semester, learners will compile an inventory of those assessments with a description of how that assessment can be applied within discipline-specific contexts. Learners will be required to identify the specific literacy skill that is being assessed as well as identify the type of assessment (informal/formal, objective/subjective, formative/summative, etc.).  
(KTS: 1, 2, 5, 7)

**Internet Text Sets – 10%** --With increased attention to technology in the classroom and the many helpful websites available, teachers of all age groups will find useful online teaching tools. For this assignment, learners choose a discipline-specific theme. Then, learners research and find at least 10 websites that will help teach and/or present information related to that theme, which includes some type of literacy activity. The format for this assignment is that of an annotated bibliography. The annotation must include the APA style bibliographic information for the website followed by a paragraph summary, including:

1. Website description (e.g. instructional resource, student materials, content-specific information, etc.)
2. Example(s) of the information found on the website useful to your theme
3. Description of how you would use it to support literacy in the discipline area

(KTS: 1, 2, 5, 6)

**Position Statement on Discipline Specific Literacy – 25%**– The purpose of this assignment is to synthesize theory, research and best practice from course readings, activities, and assignments into a coherent statement of philosophy related to adolescent literacy in the learner’s content area. This statement should include a well-organized presentation of key points, support from theory and research, and specific recommendations for the integration of literacy strategies in the learner’s content area. Further guidelines will be provided during the course.

(KTS: 1, 7)

**Integrated Instructional Unit – 25%** – Learners will work in collaborative groups to complete an integrated instructional unit that emphasizes literacy instruction in specific discipline areas. Groups will be organized based on educational grade levels, middle or high school. Collaborative groups at the middle school level will develop an interdisciplinary unit that includes multiple discipline areas and integrates reading, writing, listening, speaking, viewing, and/or visually representing. Collaborative groups at the high school level will develop a discipline-specific unit that integrates reading, writing, listening, speaking, viewing, and/or visually representing. Each group will publicly present their unit at the end of the course.

(KTS: 1, 2, 7, 8, 10)

**Summary of Course Content and Course Calendar**

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS/ASSIGNMENTS</b>
May 13	<u>Introduction &amp; Course Overview</u> <u>Setting the Literacy Stage</u> What is content area literacy? Why do I need to know about teaching literacy? <u>Historical Perspectives</u>	
May 14	<u>Theoretical Foundations</u> Behaviorism, constructivism, developmental models, social learning perspectives, etc. <a href="http://www.learning-theories.com/">http://www.learning-theories.com/</a>	Dunn (2002) Packer & Goicoechea (2000) Leu et al. (in press) Explore one theory further and bring article to share.
May 15	<u>Instructional Contexts that Support Literacy Learning</u> Reciprocal teaching, demonstrations and modeling, learning stations, etc.	Fisher & Frey—Chapter 1  Social Studies—Chapter 2
May 16	<u>Discourse Practices and Discipline-specific genres</u> Characteristics of various texts, language structures and patterns. Reading print and non-print texts, including expository texts, visual texts, primary documents, charts, etc.	Fisher & Frey—Chapter 2  Math—Chapters 1, 2, & 4 Social Studies—Chapters 1 & 7 English—Chapters 1 & 2
May 17	<u>Culturally Responsive Pedagogy and Global Citizenship</u> Characteristics of culturally responsive teaching, embracing diversity, addressing the achievement gap, viewing the world through cultural lenses, global citizenship, and interconnectedness.	Fisher & Frey—Chapter 9  Social Studies—Chapters 4 & 5
May 20	<u>Literacy Assessments in Discipline Specific Contexts</u> Aligning standards with assessments, using assessments to guide strategic instruction, creating assessment criteria.	Math—Chapter 6 English—Chapters 8 & 10 <b>Position Statement—Draft 1 Due</b>
May 21	<u>Vocabulary Development</u> Word knowledge, vocabulary acquisition and application, intentional strategy instruction, word rich environments.	Fisher & Frey—Chapter 3  Social Studies—Chapter 3
May 22	<u>Increasing Reading Comprehension</u> Using graphic organizers, before/during/after reading strategies, read alouds, and shared readings.	Fisher & Frey—Chapters 4 & 6  English—Chapters 3 & 7 Social Studies—Chapter 6
May 23	<u>Note Taking for Increased Comprehension</u> Note taking techniques for discipline-specific contexts, lecture and text-based.	Fisher & Frey—Chapter 7

May 24	<u>Critical Literacy/Critical Media Literacy</u> Critical evaluation of texts to determine relevancy, accuracy, author stance, bias, historical context, etc. Evaluating texts/messages to determine what is included or omitted.	English—Chapter 9 Social Studies—Chapter 8 <b>Literacy Assessment Inventory Due</b>
May 27	<u>Questioning Strategies that Develop Higher Order Thinking</u> Effective questioning techniques, questioning the author, question/answer relationships and connections, student-generated questioning.	Fisher & Frey—Chapter 5  Math—Chapter 5 English—Chapters 4 & 5
May 28	<u>Writing To Learn Activities</u> Using writing to learn activities across the disciplines to develop writing skills.	Fisher & Frey—Chapter 8 Math—Chapter 3 English—Chapter 6
May 29	<u>Digital Tools that Support Writing</u> Using various digital platforms to develop writing skills across the disciplines.	Zawilinski (2009); Henry (2011) <b>Summary reports from Literature Circle Book Discussions Due</b>
May 30	<u>Motivation and Engagement</u> Factors affecting reading motivation, guidelines and strategies to promote reading motivation/engagement.	Readings TBD <b>Position Statements Due</b>
May 31	<i>Presentation of Integrated Instructional Units</i> and course wrap up	<b>Integrated Instructional Unit Due</b>

*\*\*To facilitate learning, the instructor may alter the syllabus at any time during the semester\*\**

### **Alignment of Course Experiences**

A check list depicting the congruence of course experiences with the various standards of the Department of Curriculum and Instruction and the College of Education, the Educational Professional Standards Board, the Kentucky Department of Education, and the International Reading Association/National Council of Teachers of English Standards for the English Language Arts to which we must align follows this brief narrative that explains the context for the checklist.

The conceptual framework for the professional education unit at the University of Kentucky (UK) is guided by the theme, ***Research and Reflection for Learning and Leading***. This theme is aligned closely with both the institutional vision and mission of UK and the vision and mission of the professional education unit. The theme reflects and guides how we approach preparation of professional educators within the context of a research extensive, land grant university. The mission of the **Department of Curriculum and Instruction** is to 1) Design, develop, and implement programs that will improve the quality of elementary, middle, and secondary education and provide educational leaders; 2) Prepare teachers and provide continuing professional development; 3) Conduct and disseminate research; and 4) Provide services in a variety of educational and professional settings.

### The UK Educator Preparation Unit Technology Standards.

- Standard 1: Candidates integrate media and technology into instruction.
- Standard 2: Candidates utilize multiple technology applications to support student learning.
- Standard 3: Candidates select appropriate technology to enhance instruction.
- Standard 4: Candidates integrate student use of technology into instruction.
- Standard 5: Candidates address special learning needs through technology.
- Standard 6: Candidates promote ethical and legal use of technology disciplines.

The **Education Professional Standards Board's (EPSB)** themes of diversity, assessment, literacy education, and closing the achievement gap are also imbedded in this course. The required text and supplemental readings pays attention to aspects of literacy instruction as it ties directly to the issue of diversity, paying attention to: who is privileged in literacy instruction; how literacy instruction should meet the needs of multicultural enrollments; the impact of race, poverty and power on students' literacy achievement; culturally responsive instruction within the new literacies paradigm; preparing literacy educators for divers settings; linguistic diversity, etc.

### The Kentucky Teacher Standards include:

- Standard 1: The teacher demonstrates applied content knowledge
- Standard 2: The teacher designs and plans instruction
- Standard 3: The teacher creates and maintains learning climate
- Standard 4: The teacher implements and manages instruction
- Standard 5: The teacher assesses and communicates learning results
- Standard 6: The teacher demonstrates the implementation of technology
- Standard 7: Reflects on and evaluates teaching and learning
- Standard 8: Collaborates with colleagues/parents/others
- Standard 9: Evaluates teaching and implements professional development
- Standard 10: Provides leadership within school/community/profession

### NCATE/EPSB Checklist for Syllabus: EDC 533

	<b>Addressed in Course</b>
<b>Skills and Dispositions of UK Educator Preparation Unit</b>	
Functional Skill and Disposition 1: Candidates communicate appropriately and effectively.	X
Functional Skill and Disposition 2: Candidates demonstrate constructive attitudes	X
Functional Skill and Disposition 3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships	X
Functional Skill and Disposition 4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.	X
Functional Skill and Disposition 5: Candidates demonstrate a commitment to professional ethics and behavior	X
<b>Education Professional Standards Board (EPSB) Teacher Standards</b>	
Standard 1: Demonstrates applied content knowledge	X
Standard 2: Designs and plans instruction	X
Standard 3: Creates and maintains learning climate	X
Standard 4: Implements and manages instruction	X
Standard 5: Assesses and communicates learning results	X
Standard 6: Demonstrates the implementation of technology	X
Standard 7: Reflects on and evaluates teaching and learning	X
Standard 8: Collaborates with colleagues/parents/others	X

Standard 9: Evaluates teaching and implements professional development	X
Standard 10: Provides leadership within school/community/profession	X
<hr/>	
<b>UK Educator Preparation Unit Technology Standards</b>	
Standard 1: Candidates integrate media and technology into instruction	X
Standard 2: Candidates utilize multiple technology applications to support student learning.	X
Standard 3: Candidates select appropriate technology to enhance instruction.	X
Standard 4: Candidates integrate student use of technology into instruction.	X
Standard 5: Candidates address special learning needs through technology.	X
Standard 6: Candidates promote ethical and legal use of technology disciplines.	X
<hr/>	
<b>EPSB Themes</b>	
Diversity	X
Assessment	X
Literacy Education	X
Closing the Achievement Gap	X

TENTATIVE ITINERARY  
UK in Brazil—Summer Session 1 (2013)

- May 9: Depart U.S.  
May 10: Arrive in Belo Horizonte; meet host families  
May 11: Orientation and city tour.  
May 12: Free Sunday with Host Family
- May 13: First week of course by UK faculty and informal  
To Portuguese classes  
May 17: Return to Host Families (evenings)
- May 18: Free Saturday / with host families  
May 19: Day trip to Ouro Preto
- May 20: Second week of course by UK faculty and informal  
To Portuguese classes  
May 24: Return to Host Families (evenings)
- May 25: Day trip to Congonhas and Sao Joao Del Rei  
Hotel in Sao Joao del Rei  
May 26: Train ride to Tiradentes / Return to Belo Horizonte
- May 27: Third week – working with teachers and students  
To of Edna Roriz High School/ students to coordinate  
Workshops with students/ presentations on USA or  
Conversation sessions in English with high school students
- May 31: Return to Host Families (evenings)  
June 1: Departure to USA  
June 2: Arrival in USA

Optional Excursions

- June 1: Departure to Rio by bus. Hotel accommodation  
June 2: Free day in Rio / suggest hotel companies tours  
Points or hanging out at the beach.
- June 3: Visit to one High School in Rio  
Departure to Sao Paulo by bus  
Arrival in Sao Paulo. Hotel accommodation
- June 4: Visit Fundacao Bradesco Headquarters and high schools  
Visit Osasco Unit and how a bank is investing in Education  
and Brazilian Education Development Project  
Return to hotel / farewell dinner (not included)
- June 5: Transfer to Guarulhos Sao Paulo International Airport  
Departure to USA
- June 6: Arrival in USA