



BAKER COLLEGE

STUDENT LEARNING OUTCOMES

EDU 4250: Literacy Education in the Secondary School
3 Semester Hours

Student Learning Outcomes and Enabling Objectives

1. Design an integrated, thematic unit as part of a literacy program that employs a wide variety of instructional modes (InTASC: 3, 4, 5, 7)
 - a. Incorporate research based classroom strategies that promote active learning within each subject area
 - b. Establish group and individual learning objectives
 - c. Plan for the integration of reading, writing, listening, and speaking in all content areas
 - d. Teach prepared lessons to an identified group of grade level ability students
 - e. Reflect deeply on lesson implementation which will enable effective evaluation
 - f. Incorporate extensions and accommodations for English Language Learners (ELL), different learning styles, and different reading levels
 - g. Incorporate the use of technology within lessons for the purpose of enhancing but not distracting from the intentions and outcomes of the lesson
 - h. Engage students in the stages of the writing process
 - i. Reflect on the stages of the writing process
 - j. Select teaching materials according to different purposes for reading.
 - k. Identify the need for intentional selection of teaching materials according to the purposes for reading within a lesson
 - l. Select teaching materials that will align with the outcomes of a lesson
2. Recommend a variety of strategies for learning content area vocabulary (InTASC: 8)
 - a. Plan for content area vocabulary instruction within the student's major
 - b. Explain the importance of introducing content area vocabulary to learners
 - c. Discuss the importance of teaching textual features
3. Formulate effective communication practices during student instruction and in oral and written communications with students, parents, and colleagues. (InTASC: 10)
 - a. Write professional parent letters which include detail and sensitivity about the students' needs
4. Review assessment procedures and techniques for use in evaluation of reading and writing (InTASC: 2, 6)
 - a. Select strategies for reading and writing instruction with common assessments and assessment strategies for students
 - b. Discuss adaptations for individual differences and learning styles, and diverse

- populations including ELL learners)
- c. Discuss record keeping procedures being done in the classroom
5. Compare the stages of literacy development (InTASC: 1, 8)
 - a. Select instructional strategies to increase comprehension (including but not limited to comparing and contrasting key ideas, concepts, and perspectives in multiple texts, drawing conclusion to supporting opinions, understanding of text structures and genre, and analyzing the craft of literacy expression) at each stage, enabling students to become independent, strategic readers.
 6. Evaluate the influence of students' culture and language on their literacy development and instructional needs (InTASC: 1, 2)
 - a. Discuss how culture groups can influence ELL
 - b. Review teaching materials that will enhance their awareness of their cultural heritage and that of others
 7. Explain the importance of staying current in the field of education. (InTASC: 9)
 - a. Discuss the importance of current research-based strategies
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Direct Measure

- Reflection paper based on thematic unit
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These SLOs are not approved for experiential credit.

Effective: Fall 2017