

|  |  |  |
| --- | --- | --- |
|  | **EDCI 4060 Content Area Reading in Secondary Schools** | |
|  |  |  |
| **Instructor:** | Angela Randall, Ph.D. | |
| **Class Location:** | Online | |
| **Office:** | Matthews Hall 204H | |
| **Office Hours:** | By appointment: email me and if we can’t work it out that way then we can set up a time to call. | |
| **Communication:** | Canvas Message, Email if urgent, [lauren.eutsler@unt.edu](mailto:lauren.eutsler@unt.edu) | |

**Required Text**

Gillis, V. R., Boggs, G., & Alvermann, D. E. (2016). *Content area reading and literacy: Succeeding in today’s diverse classrooms* (8th Ed.). Boston, MA: Pearson.

* + Other readings (chapters, journal articles, websites) in Canvas

**Course Description**

This course was designed to help middle and secondary teacher educationcandidates, as well as practicing teachers in all teaching fields, increase and enhance students' learning. While there is a primary emphasis on learning from printed materials, learning effectively from all forms of text (visual media, audio, and so on) will be included. The course will build understanding of the importance and the process of recognizing and assessing the typically diverse population of classroom learners, and using that information to scaffold learning and differentiate instruction. For each course topic, relevant theory and research will be provided, however, practical application of course material to your future or current classroom is emphasized. Areas studied will include literacy (basic, intermediate, and disciplinary), cognition and metacognition, readiness to learn, concept development, teaching within an instructional framework, content literacy, instructional scaffolding, writing as a tool for thinking, classroom assessment, text analysis, academic diversity and use of alternate resources to improve teaching and learning. Students will explore and understand existing knowledge and theory regarding literacy in its many forms and apply that information to practical classroom situations.

**Technical Requirements**

Hardware and software necessary to use Canvas: [http://ithelp.unt.ed](http://ithelp.unt.ed/)

Computer and Internet Literacy: <http://clt.odu.edu/oso/index.php?src=pe_comp_lit>

Internet Access with [compatible web browser](http://kb.blackboard.com/pages/viewpage.action?pageId=101285989)

Headset/Microphone (if required for synchronous chats)

Word Processor

If you need assistance with technical issues, contact the UNT Student Help Desk. Email: helpdesk@unt.edu Phone: 940-565-2324

If you need assistance with Foliotek, contact alyssa.strong@unt.edu

**Course Objectives**

1. Appreciate the value of an informed and reflective mindset about one’s instructional decision-making.

2. Describe and express the impact of students’ cognitive and metacognitive processing on thinking and learning.

3. Explain and apply to instructional decision-making an understanding of how reader, text, and context factors interact to affect the construction of meaning.

4. Delineate the distinctions among Basic literacy, Intermediate Literacy and Disciplinary Literacy.

5. Analyze and assess the match or mismatch between students’ readiness to learn and the teacher’s instructional goals, and select instructional approaches to yield optimum learning.

6. Incorporate content literacy strategies into instruction with the goal of creating self-regulated, independent learners.

7. Plan instruction which will facilitates and scaffolds students' learning from text.

8. Incorporate content-relevant texts and other resources as teaching/learning tools.

9. Identify professional literature and technology resources related to being literate in his/her specific content area.

10. Choose and teach content vocabulary in ways that increase concept development and independent vocabulary learning.

11. Recognize, assess, and support students with exceptionalities in the content classroom

12. Purposefully choose and incorporate selected content literacy and disciplinary literacy strategies into his/her instructional-decision making.

**Course Structure**

This course consists of seven learning modules. The structure for each module has been chosen specifically because it mirrors the structure of the Instructional Framework that good teachers use to plan their instruction. Therefore, each module contains the following four to six elements:

1. MODULE PURPOSE

An overview of themodule. Research indicates that teachers and learners who understand and can articulate the purpose for engaging with content are more effective and goal-directed in their teaching/learning process.

2. BEFORE READING (PREACTIVE PHASE)

This activity which will focus your attention, activate your existing knowledge on the Module topic, and provide a comprehension purpose for reading and learning.

3. READINGS (INTERACTIVE PHASE)

The Readings Section will indicate which page numbers in which textbook you will read and study for each module. Certain modules will have online readings available to you in PDF form, or as a link to an external website. When you read, READ CLOSELY! What does this mean? It means you must read with a purpose in mind and you must read with an active stance-be engaged with the text. What can you USE in your future classroom? What do you agree or disagree with? What can you modify for your instructional purposes?

4. AFTER READING ACTIVITY (REFLECTIVE PHASE)

After you complete the reading, you will have a brief assignment and/or a Discussion Board posting that will help you summarize and reflect on what you have learned. As a teacher, you will find it useful to build a network of peers with whom you can discuss and critique your practice. The Discussion Board is designed for you to start that process now.

5. CLASSROOM APPLICATION (REFLECTIVE PHASE)

This assignment will help you apply what you learned in the module to your future classroom. This is where students typically differentiate themselves as “A”, “B”, “C”, “D” or “F” students. These assignments require you to take what you have learned from the Module and put it to work for you as a teacher candidate. Effort and intelligent instructional decision-making are critical here if you want to do well in this course. These are key assignments, and they must be submitted to pass this class.

6. DISCUSSION QUESTIONS

This assignment helps students become familiar with books the cover special topics in the classroom. It is important as a teacher to be familiar with current books for the classroom. If we want our students to read for pleasure, then we as teachers must model this behavior. We need to show a love for reading beyond just for academic learning. We need to show a love of reading for pleasure. Children who read are exposed to rich vocabulary that is not used in everyday language.

**Foliotek e-Portfolio:**

Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. *This course requires assignment(s) to be uploaded and graded in Foliotek.* The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. **All students must register in the (free) program portfolio that aligns with their degree plan. Registration codes and tutorials can be found here:** <https://coe.unt.edu/educator-preparation-office/foliotek>

|  |  |  |
| --- | --- | --- |
| **REQUIRED ASSIGNMENTS** |  | **Points** |
|  |  |  |
|  |  |  |
| **BEFORE READING ACTIVITIES** |  |  |
| In this section of each module there is a different Content Literacy Strategy designed to |  |  |
| connect you to the topic in some way. These are the types of activities you should use with |  |  |
| your own students to scaffold their understanding of material in your own classroom. |  | 63 |
| Completing them will give you a chance to see what the strengths and weaknesses of the |  |  |
| activities are, and consider modifications to make each work more effectively in your |  |  |
| discipline. |  |  |
|  |  |  |
| **DISCUSSION BOARD/AFTER READING ACTIVITIES** |  |  |
| Sharing thoughts and ideas with other teachers is essential to your continued growth as an |  | 98 |
| educator and is invaluable to your learning experience. Each module will provide specific |  |
|  |  |
| instructions for these activities. Initial posts are due on Monday, peer responses are due Friday. Initial Discussion posts submitted after Monday are worth up to half credit and responses submitted after Friday will receive zero credit.  \*Modules 1, 5, and 7 have BOTH after reading activities and discussion board posts. |  |  |
|  |  |  |
| **CLASSROOM APPLICATION** |  |  |
| Each module will provide an opportunity for you to apply what you have learned to a |  |  |
| hypothetical (or actual if you are currently teaching) classroom setting which should |  | 175 |
| simulate your desired future teaching context as closely as possible. **These are key assignments, and they must be submitted in order to pass this class.** |  |  |
|  |  |  |
| **FINAL EXAM** |  |  |
| To ensure your understanding of the material in this course and to prepare you to be |  | 72 |
| successful on your TExES Exam, there will be a final exam which will test your knowledge |  |
|  |  |
| and understanding of key concepts and objectives. |  |  |
|  |  |  |
| **GRADING SCALE is based on points**   Grading: 361 – 400 = A  320 – 360 = B  280 – 319 = C  240 – 279 = D  0 – 239 = F | | |

|  |  |
| --- | --- |
| **Assignment** | **Due Date** |
|  | |
| Module One: | |
| Module 1: Before Reading | 1/12 |
| Module 1: After Reading Activity | 1/14 |
| Module 1: Discussion Board | 1/19 due on Tuesday because of the holiday |
| **Module 1: Classroom Application: Key Assignment. Must Submit** | 1/22 |
| Module Two: | |
| Module 2: Before Reading | 1/26 |
| Module 2: Discussion Board | 2/1 |
| **Module 2: Classroom Application: Key Assignment. Must Submit** | 2/5 |
| Module Three: | |
| Module 3: Before Reading | 2/9 |
| Module 3: Discussion Board | 2/15 |
| **Module 3: Classroom Application: Key Assignment. Must Submit** | 2/19 |
| Module Four: | |
| Module 4: Before Reading | 2/23 |
| Module 4: Discussion Board | 3/1 |
| **Module 4: Classroom Application: Key Assignment. Must Submit** | 3/5 |
| Module Five: | |
| Module 5: Before Reading | 3/9 |
| Module 5: After Reading Activity | 3/11 |
| Module 5: Discussion Board | 3/15 |
| **Module 5: Classroom Application: Key Assignment. Must Submit** | 3/19 |
| Module Six: | |
| Module 6: Before Reading | 3/23 |
| Module 6: Discussion Board | 3/29 Responses due on 4/5 due to day off on 4/2 |
| **Module 6: Classroom Application: Key Assignment. Must Submit** | 4/5 due because day off on 4/2 |
| Module Seven: | |
| Module 7: Before Reading | 4/6 |
| Module 7: After Reading Activity | 4/8 |
| Module 7: Discussion Board | 4/12 |
| **Module 7: Classroom Application: Key Assignment. Must Submit** | 4/16 |
| SPOT Evaluation | TBA |
| Final Exam | 4/26 |

**College of Education Policies and Procedures for this Course**

**Student Responsibilities for Distributed Learning Courses**

1. Be able to work independently on course objectives, given the format for interaction with faculty and students will be nontraditional.

2. Access course web page or initiate contact with instructor prior to 3rd class day.

3. Verify appropriate hardware and software as described in the course description.

4. Provide instruction with access to a working email account (Eagle mail, WebCT or private provider).

5. Contact instructor or instructor assistant within two days if any problems develop in accessing the course.

6. Adhere to communication parameters of course (i.e., email, discussion, chat). It is best if you check in daily to see if there are any announcements or important information given.

7. Complete WebCT tutorial prior to taking the first WebCT course.

8. Comply with appropriate electronic etiquette and abbreviations.

9. Acquire all necessary software and books.

10. Complete all course requirements by posted deadlines.

11. Students should maintain electronic copies in chronological order of ALL discussion board responses, lesson plans, and other assignments listed on the Course Due Date list on the home page of this course. It is the responsibility of the student to verify that all messages AND attachments sent within Canvas are in their personal Canvas outbox. All assignments which are to be considered for credit must be sent through Canvas. Assignments sent through sources outside of WebCT WILL NOT be considered for credit. Assignments posted less than one week AFTER the due date listed on the WebCT calendar are eligible for one-half of the assignment points indicated in the “Assessment/Points/Grading Scale” section of this syllabus.

**Americans with Disabilities Act**

The University of North Texas does not discriminate on the basis of an individual’s disability and complies with Section 504 and Public Law 101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities. A copy of the College of Education ADA Compliance Document is available in the Dean’s Office, Matthews Hall

214. It is the responsibility of the student to inform the instructor of any disabling condition that will require modifications.

**Collection of Student Work**

In order to monitor student achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

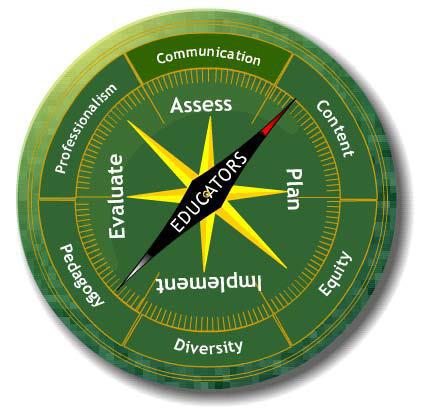
**Technology Integration**

The Curriculum and Instruction program supports technology integration to assist preservice and in-service teachers to design and implement curricular and instruction activities that infuse technology throughout the K-12 curriculum.

.

*COVID-19 Impact on Attendance:* While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.If you are experiencing any symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edufor guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

**University Policy Statements**

****

**Department of Teacher Education and Administration: Preparing Tomorrow’s Educators and Scholars**

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

**Mission**

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

**Vision**

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

**UNT’s Standard Syllabus Statements**

**Academic Integrity Standards and Consequences.** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Accommodation Statement.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

**Course Safety Procedures (for Laboratory Courses).** Students enrolled in [insert class name] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

**Emergency Notification & Procedures.** UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

**Department Syllabus Statements**

**Foliotek ePortfolio** (where applicable). Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: https://coe.unt.edu/educator-preparation-office/foliotek

**Student Evaluation Administration Dates.** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.