



EDCI 4060 Content Area Reading in Secondary Schools Spring 2020

Instructor: Krystle Brom, M.Ed.
Class Location: Online
Office: Matthews Hall 218f
Office Hours: Virtual, M/W 1-4 pm, by appointment (Zoom)
Communication: Canvas Message, Email if urgent, krystle.brom@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.

a. Other readings (chapters, journals, websites) will be found in Canvas

Course Description:

This course was designed to help middle and secondary teacher education candidates, 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.edu>

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

Internet Access with [compatible web browser](#)

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 five elements:

1. MODULE PURPOSE

An overview of the module. 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): 9 points

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): 14 points

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): 25 points

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.

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 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 (free) 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>**

REQUIRED ASSIGNMENTS *Subject to change	Points
BEFORE READING ACTIVITIES (9 points each) 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. 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.	63
DISCUSSION BOARD/AFTER READING ACTIVITIES (14 points each module) Sharing thoughts and ideas with other teachers is essential to your continued growth as an educator and is invaluable to your learning experience. Each module will provide specific instructions for these activities. Initial post due Wednesday, 2 peer responses due Saturday. Discussions and/or responses submitted after Saturday will receive zero credit. *Modules 1, 5, and 7 have BOTH after reading activities and discussion board posts.	98
CLASSROOM APPLICATION (25 points each) 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 simulate your desired future teaching context as closely as possible.	175
FINAL EXAM To ensure your understanding of the material in this course and to prepare you to be successful on your TEXES Exam, there will be a final exam which will test your knowledge and understanding of key concepts and objectives.	64
TOTAL POSSIBLE POINTS ALL assignments must be completed to earn an A in this course. Even if your total points exceed 361, if an assignment is missing, you will earn a B.	400

Grading:

361 – 400 = A

320 – 360 = B

280 – 319 = C

240 – 279 = D

0 – 239 = F

Course Schedule

Changes may occur as the course progresses and adjustments may need to be made regarding topics, readings, and/or assignment due dates. Rely on Canvas for specific assignment due dates/times.

Points will be deducted for ALL late work (even due to technical errors, misunderstandings at the last minute, lack of Internet, etc.). Refer to “submitting work” policy on p. 9 for detail.

Assignment	Due Date
Course Introductions (extra credit)	1/13
Module 1: Before Reading	1/15
Module 1: Discussion Board	1/22
Module 1: After Reading Activity	1/27
Module 1: Classroom Application	1/29
Module 2: Before Reading	2/3
Module 2: Discussion Board	2/5
Module 2: Classroom Application	2/10
Module 3: Before Reading	2/12
Module 3: Discussion Board	2/17
Module 3: Classroom Application	2/19
Module 4: Before Reading	2/24
Module 4: Discussion Board	2/26
Module 4: Classroom Application	3/2
Module 5: Before Reading	3/4
Module 5: Discussion Board	3/16
Module 5: After Reading Activity	3/18
Module 5: Classroom Application	3/23
Module 6: Before Reading	3/25
Module 6: Discussion Board	3/30
Module 6: Classroom Application	4/1
Module 7: Before Reading	4/6
Module 7: Discussion Board	4/8
Module 7: After Reading Activity	4/13
Module 7: Classroom Application	4/15
SPOT Evaluation (extra credit)	4/20
Final Exam	5/2

College of Education Policies and Procedures which Govern 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 inservice teachers to design and implement curricular and instruction activities that infuse technology throughout the K-12 curriculum.

Master's Program

Student's seeking admission to the Secondary Post Baccalaureate Master's Program must secure acceptance into that program. Acceptance criteria for this program DIFFER from that of the Certification only Program. A total of 36 hours of prescribed coursework and acceptable Graduate Record Exam scores (GRE) are examples of additional requirements for admission the Secondary Post Baccalaureate Master's Program. Please contact Dr. Pamela Esprívalo Harrell for additional information about the Secondary Post Baccalaureate Master's Program.

Important Notice for F-1 Students

To read INS regulations for F-1 students taking online courses, please go to this website <http://www.immigration.gov/graphics/services/visas.htm> and select the link to

"8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G)

A Final Rule with clarifications on the restriction can be found in a pdf file located at

<http://www.immigration.gov/graphics/lawsregs/fr121102.pdf>

Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses."

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office (telephone 940-565-2195 or email international@unt.edu) to get clarification before the one-week deadline.

University Policy Statements



Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

Ethical Behavior and Code of Ethics: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Submitting Work: All assignments will be submitted via Canvas, with two course assignments also requiring submission to Foliotek. Assignments posted after the deadline will be considered late and points will be deducted from the final grade. For each day an assignment is late, you will lose 10% of the assignment grade. Once the assignment is 1 week late, you will receive a zero with no chance for submission. Discussions and/or responses submitted after Saturday will receive zero credit.

Grading and Grade Reporting: Grading rubrics for all assignments can be found on the course Canvas website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

Writing Policy: Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://lwc.unt.edu/labs/unt-writing-lab-home>.

Teacher Education & Administration Departmental Policy Statements:

UNT Career Connect: All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: <http://careerconnect.unt.edu/default>.

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with UNT's policy on Student

Standards of Academic Integrity:

[http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf)

[Student_Affairs-Academic_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

Attendance: You are expected to actively participate throughout the week, especially when initial discussion posts and peer responses are due.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

Canvas inbox: All instructor correspondence to the student is conducted through Canvas message and it is the student's responsibility to read their Canvas messages regularly.

SPOT: The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' 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.

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TEXES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TEXES Advising Office (TAO) administers the College of Education TEXES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TEXES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TEXES practice exam information and registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texas. Additional test preparation materials (i.e. Study Guides for the TEXES) are available at www.texas.ets.org.

"Ready to Test" Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TEXES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.