Content Area Reading
EDCI 4060.400
Fall 2025

Online, Asynchronous class

Instructor Information

Instructor:	Rachel Ranschaert, Ph.D.
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Office hours:	Mondays: 11:00am-12:00pm
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Course Description, Structure, and Objectives

This is an internet-based course. There are no synchronous meetings. Office hours will be held weekly. See Canvas for the link to connect with us via office hours. For appointments outside of office hours, please make a virtual appointment by email. Office hours are subject to change based on the instructors' schedule(s), but students will be notified promptly before a change in the schedule.

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 an 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 content area literacy, disciplinary literacy, cognition, and metacognition, asset-based approaches to language and literacy learning, culturally sustaining pedagogies, critical perspectives, differentiating instruction, writing as a tool for thinking, classroom assessment, text analysis, 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.

READING MATERIALS
There are no required textbooks for this course. All course materials, such as journal articles, book chapters, podcasts, and curriculum materials, are available through UNT libraries on our course Canvas site.

COURSE STRUCTURE
This course is asynchronous and takes place online. You will interact with the instructors and your fellow students in Canvas. As you complete this 16-week course, you will move through 8 content modules. We encourage you to attend office hours as questions about assignments and course content arise.

TECHNICAL REQUIREMENTS & SUPPORT

For this course, you will need internet access to complete content and check our course for Canvas announcements regularly. You may access Zoom using the link Dr. Murdter-Atkinson provides for virtual office hours. For additional tech support, please reach out to the UNT Student Help Desk:

UNT Student Help Desk: helpdesk@unt.edu
Phone: 940-565-2324

COURSE OBJECTIVES

At the end of this course, students should be able to:

1. Appreciate the value of an informed and reflective mindset about one's instructional decision-making.
2. Delineate the distinctions between Content Area Literacy, Disciplinary Literacy, and Critical Literacy.
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. Incorporate disciplinary literacy strategies into instruction with the goal of folding learners into the practices of disciplinary communities.
5. Develop strategies to sustain learners' abilities, interests, cultures, and languages.
6. Utilize asset-based instructional resources and strategies in instructional decision-making.
7. Recognize and describe the impact of students' cognitive and metacognitive processing during reading.
8. Identify and describe discipline-specific literacy practices employed by content experts (including yourself!).
9. Identify discipline-specific professional literature, technology resources, and texts that support your instruction.
10. Incorporate discipline-specific language and text structures into instruction in ways that increase concept development and disciplinary habits of mind.
11. Purposefully choose and incorporate selected content literacy and disciplinary literacy strategies into instructional decision-making, drawing from varied modalities most aligned with specific areas.

F-1 VISA INFORMATION

Federal regulations state that students may apply only 3 fully online semester credit hours (SCH) to the hours required for full-time status for F-1 Visa (PDF) holders. Full-time status for F-1 Visa students is 12 hours for undergraduates and 9 hours for graduate students.

How to Succeed in this Course

We care about your success in this course and beyond. Please read the following section to learn more about how you can succeed in this course. If you have any questions or concerns, do not hesitate to contact us.

COMMUNICATION

Communication is really important! Connect with us through email, Canvas, or stopping by Dr. Ranschaert's office. We may not be able to respond right away during busy times, but if you do not hear from one of us within 24 hours, please follow up. A gentle nudge is always appreciated! If the situation is urgent, please let Dr. Ranschaert know. We promise there is no situation we can't work through together if you let us know what is happening.

The link for office hours will be posted to Canvas. Office hours allow you an opportunity to ask for clarification or find support with class materials and assignments. Your success is our goal!

ACADEMIC SUCCESS RESOURCES
UNT strives to offer you a high-quality education and a supportive environment so you learn and grow. As faculty members, we are committed to helping you be successful as a student. To learn more about campus resources and how to succeed at UNT, visit unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

ADA ACCOMMODATIONS
The University of North Texas makes reasonable academic accommodations for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to the faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (https://studentaffairs.unt.edu/office-disability-access). You may also contact ODA at (940) 565-4323.

Supporting Your Success and Creating an Inclusive Learning Environment

We share a commitment to the value of an inclusive learning environment.

We value the many perspectives students bring to our campus. Please work with us to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together (Code of Student Conduct) (https://policy.unt.edu/policy/07-012).

Required/Recommended Materials

- **There are no required textbooks for this course. All course materials, such as journal articles, book chapters, podcasts, and curriculum materials, are available through UNT libraries on our course Canvas site.**
  - The UNT Library Course Guide for EDCI 4060 contains many of our course readings, which you can access via this link.
- Technology requirements:
  - This course has digital components. Students need internet access to reference content on the Canvas Learning Management System to participate fully in this class. You will be informed of other technical needs to access course content if circumstances change. Information on how to be successful in a digital learning environment can be found at Learn Anywhere (https://online.unt.edu/learn).

Course Schedule

Module & Start Date	Topic	Readings	Assignments Due
Module 1 August 18 NO CLASSES September 1 (Labor Day)	Approaches in Disciplinary Literacy	Gillis, V. (2014). Disciplinary literacy: Adapt not adopt. *Journal of Adolescent & Adult Literacy*, *57*(8), 614-623. International Literacy Association. (2017). Content area and disciplinary literacy: Strategies and frameworks [Literacy leadership brief]. Newark, DE.	**Module 1 Checkpoint** Due August 31 **Module 1 Classroom Application** Due September 7
Module 2 September 8	Disciplines as Sociocultural Communities	Moje, E. B. (2008). Foregrounding the disciplines in secondary literacy teaching and learning: A call for change. *Journal of Adolescent & Adult Literacy*, *52*(2), 96-107. Hynd-Shanahan, C. (2013). What does it take? The challenge of disciplinary literacy. *Journal of Adolescent & Adult Literacy*, *57*(2), 93-98.	**Module 2 Classroom Application** Due September 21

Module 3
September 22
	Asset-Based Pedagogies and Literacies	**Everyone read**: Moje, E. B., Ciechanowski, K. M., Kramer, K., Ellis, L., Carrillo, R., & Collazo, T. (2004). Working toward third space in content area literacy: An examination of everyday funds of knowledge and discourse. *Reading research quarterly, 39*(1), 38-70.
		
		Please choose one of the following to read:
		    How an Asset-Based Approach in Education Can Improve Classroom Behavior (Linked on Canvas)
		    Generous Reading: Seeing Students Through Their Writing (Linked on Canvas)
		    Using Chants and Cadences to Promote Literacy Across the Curriculum (Linked on Canvas)
			Module 3 Case Study
			Due October 5

Module 4 October 6	Place-based Literacy and Experiences	Moll, L. C. (2019). *Literacy Research: Theory, Method, and Practice*, *68*(1), 130–138.	**Module 4 Checkpoint** Due October 19

		Place-based Learning: A Multifaceted Approach by Emelina Minero A Multimedia Approach to Place Based Education. by Rebecca C. Tilhou	
Module 5 October 20	Disciplinary Deep-Dive	**Everyone Read:** - Danielsson, K., & Selander, S. (2016). Reading multimodal texts for learning--A model for cultivating multimodal literacy. *Designs for Learning, 8*(1), 25-36. Danielsson, K., & Selander, S. (2021). Introduction. In *Multimodal Texts in Disciplinary Education* (pp. 3-7). Springer. **For Math, Sci, Social Studies, ELA, the Arts:** - Disciplinary Literacy Research and Practice, Explained **For PE/Kinesiology:** Chandler-Olcott, K. (2017). Disciplinary literacy and multimodal text design in physical education. *Literacy, 51*(3), 147-153.	**Module 5 Checkpoint** Due October 26 **Module 5 Case Study** Due November 2
Module 6 November 3	Disciplinary Literacy Pedagogy	Choose **ONE** (relevant to your discipline): **Art:** Katz, A. (2013). Positioning students in a new Lens: Art historians, Readers and Writers. Journal of Content Area Reading, 10(1), 7–28. **ELA:** Pytash, K. (2011). Teaching PSTS to Take a Disciplinary Approach to Teaching Writing. Journal of Content Area Reading, 9(1), 105–122. **Math:** Spitler, E. (2011). From resistance to advocacy for math literacy: One teacher's literacy identity transformation. Journal of Adolescent & Adult Literacy, 55(4), 306–315.	**Capstone Part 1a** Due November 9 **Capstone Part 1b** Due November 16

		Music: Lenley, S. M. (2018). Using Inquiry to Develop Art and Music Preservice Teachers' Disciplinary Literacy Pedagogy. The Journal of Literature, Literacy, and the Arts, Research Strand, 5(1), 49–73.	
		Science: Cervetti, G., & Pearson, P. (2012). Reading, writing, and thinking like a scientist. Journal of Adolescent & Adult Literacy, 55(7), 580–586.	
		Social Studies: Damico, J., Baildon, M., Exter, M., & Guo, S.-J. (2009). Where we read from matters: Disciplinary literacy in a ninth-grade social studies classroom. Journal of Adolescent & Adult Literacy, 53(4), 325–335.	
		Spanish: Hayes, K., Rueda, R., & Chilton, S. (2009). Scaffolding language, literacy, and academic content in English and Spanish: The linguistic highway from Mesoamerica to southern California. English Teaching, 8(2), 137.	
		Physical Education: Wickens, C. M., Manderino, M., Parker, J., & Jung, J. (2015). Habits of practice. Journal of Adolescent & Adult Literacy, 59(1), 75–82.	
		Theatre: Flynn, R. M. (2004). Curriculum-based readers theatre: Setting the stage for reading and retention. The Reading Teacher, 58(4), 360–365.	
Module 7 November 17 NO CLASSES November 24-30 (Fall Break)	Designing for Disciplinary Teaching	Moje, E. B. (2015). Doing and teaching disciplinary literacy with adolescent learners: A social and cultural enterprise. *Harvard Educational Review*, *85*(2), 254-278. Rainey, E. C., Maher, B. L., Coupland, D., Franchi, R., & Moje, E. B. (2018). But what does it look like? Illustrations of disciplinary literacy teaching in two	**Capstone Part 2** Due: November 23

		content areas. *Journal of Adolescent & Adult Literacy*, *61*(4), 371-379.	
Module 8 December 1	Interdisciplinarity	Drake & Burns Ch. 1: What is Integrated Curriculum?	**Capstone Part 3** Due: December 7

This course syllabus/schedule is intended to be a guide and may be modified at any time at the instructor's discretion in response to the local context (e.g., inclement weather, COVID-19) or to enhance students' learning experiences.

*Details about assignments and the Capstone Project will be posted on Canvas.

Students will be notified by Eagle Alert if there is a campus closing that will impact a class. The calendar is subject to change per the Emergency Notifications and Procedures Policy (https://policy.unt.edu/policy/06-049).

Assessing Your Work

Brief descriptions of major assignments are provided below. **Please refer back to this throughout the semester.** A more detailed assignment sheet and evaluation rubric may be provided a few weeks before each assignment is due. Please note that I prefer double-spaced, one-inch margins, and 12-point font for all assignments. *It makes it easier to read and provide feedback.*

COURSE EVALUATION

Online Participation and Engagement	10%
Checkpoint Activities (10 points each)	20%
Case Studies (15 points each)	20%
Classroom Application (25 points each)	20%
Capstone (Parts I, II, & III)	30%
Total Evaluation Points	100%

Online Participation & Engagement (10%); Ongoing
Students will be expected to be active participants in our online course. This includes completing **all** coursework, regularly logging into our Canvas site to complete work, checking messages, and participating in discussions. *Please note: If you do not complete all coursework and assignments, you will not receive full credit in this category.*

Checkpoint Activities (20%); Modules 1, 4, and 5
You will encounter different content literacy strategies designed to connect you to a relevant topic. These are the types of activities you should use with your own students to scaffold their understanding of the material in your own classroom. Completing these activities will allow you to see the benefits and challenges and consider modifications to make each literacy strategy work more effectively in your discipline.

Case Studies (20%); Modules 3 and 5
Students will be expected to think critically, analyze problems of practice, and share thoughts and ideas with other future teachers. These case studies are designed to help prepare you for the realities of engaging with disciplinary literacy in your subject area as a future teacher.

Classroom Application (20%): *25 points each;* Modules 1 and 2
Each module will provide an opportunity for you to apply what you have learned to a hypothetical (or actual, if currently teaching) classroom setting, which should simulate your desired future teaching context as closely as possible.

Capstone Project
Students will be expected to complete a 3-part capstone culminating project. Each portion is worth different points.
- Part 1a: 15 points
- Part 1b: 10 points
- Part 2: 45 points
- Part 3: 50 points

Part 2 is a teacher certification-required assessment that must be uploaded to Canvas by the end of the semester.

COURSE GRADING SCALE

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and below

ACADEMIC INTEGRITY

Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. *Students who use other people's work (including AI) without citations will violate UNT's Academic Integrity Policy.* Please read and follow this important set of guidelines for your academic success (https://policy.unt.edu/policy/06-003). If you have questions about this or any UNT policy, please email me or come discuss this with me during my office hours.

UNT Student Honor Code: *"I commit myself to honor, integrity, and responsibility as a student representing the University of North Texas community. I understand and pledge to uphold academic integrity as set forth by UNT Student Academic Integrity Policy, 06.003 (https://policy.unt.edu/policy/06-003). I affirm that the work I submit will always be my own, and the support I provide and receive will always be honorable."*

LATE WORK

All assignments and postings are due on the day designated in the course agenda by 11:59 p.m. (for example, if an assignment is due on 9/8, it is due by 11:59 p.m. on 9/8). In the case of an emergency, if you need extra time before a due date, please discuss it with me, and together, we will decide on a timeline for completion. Please remember to honor this commitment.

ASSIGNMENT EXPECTATIONS

Please submit only Word or Google documents to Canvas (no PDFs). *Please do not email assignments unless an instructor asks for them via email.*

Attendance and Participation

To be successful in this course, you must regularly log into Canvas and complete the course content. If you find this challenging, please reach out to Dr. Ranschaert to discuss a plan for moving forward.

Your online participation and engagement are essential in this course. We greatly respect students balancing the demands of their coursework with their work, family responsibilities, etc. If you run into challenges that require you to fall behind in completing the coursework, please contact me or your TA. There may be some flexibility we can offer to support your academic success.

Educator Standards

To recommend a candidate to the Texas Education Agency, the UNT Educator Preparation Program curriculum aligns with standards identified by the State Board of Educator Certification (SBEC). These standards are assessed throughout your preparation and through the TExES Certification exams required for your teaching certificate. The Texas State Board for Educator Certification creates standards for beginning educators. These standards focus on the Texas Essential Knowledge and Skills, the required statewide school curriculum. Additionally, the Commissioner of TEA has adopted rules pertaining to Texas teaching standards:

TEXAS TEACHING STANDARDS
Standards required for all Texas beginning teachers fall into the following 6 broad categories:
1. Standard 1--Instructional Planning and Delivery.
a. Standard 1Ai,ii,iv
b. Standard 1Bi,ii (Lesson design)
2. Standard 2--Knowledge of Students and Student Learning
3. Standard 3--Content Knowledge and Expertise
4. Standard 4--Learning Environment
5. Standard 5--Data-Driven Practice
6. Standard 6--Professional Practices and Responsibilities

A full description of the standards and competencies can be accessed using this link: Texas Teaching Standards Adopted in Chapter 149

EDUCATOR STANDARDS FOR EC-6 CORE SUBJECTS:
A full description of the standards and competencies can be accessed using this link: https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards

• Standard I 1.1k-1.2k, 1.1s-1.7s (Comprehensive Knowledge of SS)
• Standard II 2.1k-2.3k, 2.1s-2.2s (Integration)
• Standard III 3.1k-3.8k, 3.1s-3.7s (TEKS)
• Standard IV 4.1k-4.18k, 4.1s-4.11s (History)
• Standard V 5.1k-5.12k, 5.1s-5.14s (Geography)
• Standard VI 6.1k-6.23k, 6.1s-6.12s (Economics)
• Standard VII 7.1k-7.13k, 7.1s-7.11s (Government)
• Standard VIII 8.1k-8.10k, 8.1s-12s (Citizenship)
• Standard IX 9.1k-9.21k, 9.1s-9.12s (Culture)
• Standard X 10.1k-10.9k, 10.1s-10.10s (Science, Technology and Society)]

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS
The following TEKS are addressed in this course. The Texas Essential Knowledge and Skills can be accessed on the Texas Education Agency website using the A-Z index at the following URL: https://tea.texas.gov/academics/curriculum-standards

• Pre-K Guidelines VII for Social Studies • Chapter 117 TEKS for Fine Arts Subchapter A. Elementary Grades K-5 117.1-117.19 • Chapter 117 TEKS for Fine Arts Subchapter B. Middle Grade 6 117.32-117.34 • Chapter 113 TEKS for Social Studies Subchapter A. Elementary Grades K-5 113.1-113.7 • Chapter 113 TEKS for Social Studies Subchapter B. Middle Grade 6 113.21-113.22 • Chapter 110 TEKS for English, Language Arts and Reading Subchapter A. Elementary Grades K-5 110.10-110.16 • Chapter 110 TEKS for English, Language Arts and Reading Subchapter B. Middle Grade 6 110.18]

ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS)
This course incorporates the ELPS in lesson planning and instructional delivery to improve English learners' language acquisition and content area knowledge. Teacher candidates will implement the ELPs during instruction of the subject area

for English learners. The ELPs can be accessed via the Texas Education Agency using the following link: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4.

TEXAS COLLEGE AND CAREER READINESS STANDARDS

The Texas College and Career Readiness Standards can be accessed at the Texas Higher Education Coordinating Board website using the following link: http://www.thecb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8

TECHNOLOGY APPLICATIONS

Technology Applications (All Beginning Teachers, PDF) The first seven standards of the Technology Applications EC-12 Standards are expected of **all** beginning teachers. They are incorporated into the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) test.

• Standard I 1.1k-1.3k, 1.10k-1.18k, 1.1s-1.6s, 1.10s-1.18s
• Standard II 2.1k-2.3k, 2.1s, 2.3s-2.8s
• Standard III 3.2k, 3.3k, 3.1s, 3.4s-3.8s, 3.10s, 3.13s, 3.15s
• Standard IV 4.1k-4.3k, 4.1s, 4.2s, 4.4s-4.7s, 4.11s, 4.12s]