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More info: My biography can be found in the “About Your Instructor” tab in Blackboard  
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Office Hours: By appointment in office, online, or by phone

Catalog Description  
LIST 4343: Content Area Reading and Writing (3-0)  
Explores methods of teaching reading, writing, and study skills across the curriculum in grades 4 – 12. Emphasis on text structure and the differences between narrative and expository text, graphic organizers for text structure, and the reading/writing process as applied to informational text. Classroom adaptations for culturally and linguistically diverse populations in the content areas will also be addressed. There are no prerequisites for this class.

Required Textbook, Materials, and Resources  
★ Custom textbook - Education: LIST 4343 Content Area Literacy – available only at the UTA bookstore.  
★ Texas Essential Knowledge and Skills TEKS [http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785]  
★ Readings and other materials posted to Blackboard  
★ TK20 - a comprehensive data management system adopted by the College of Education and Health Professions. The Lesson Plan Assignment MUST be put into TK20. On-line tutorials and training materials have been organized to orient you to the TK20 system and its use. The direct link to the COEHP TK20 informational website is [http://www.uta.edu/coehp/tk20](http://www.uta.edu/coehp/tk20)

Course Assignments  
★ Class Participation (face-to-face and online environments + journals) – 100 points total  
★ Literacy Life Histories (50 points – see rubric in Blackboard)  
★ Strategies Presentation (50 points – see rubric in Blackboard)  
★ Reading Guides & Quizzes – 10 points per guide, 100 points in all  
★ Book Evaluation Assignment (100-points, see rubric in Blackboard)  
★ Book Trailer (100 points, see rubric in Blackboard)  
★ Lesson Plan (100 points, see rubric in Blackboard). MUST BE submitted to TK20.

Grading Scale  
A = 541 - 600 points  
B = 481 - 540 points  
C = 421 - 480 points  
D = 420 – 380 points
Tentative Course Schedule

*Syllabus and calendar are subject to change per the instructor’s discretion. Please refer back to this schedule to ensure you are clear about assignments. This schedule will change as we move through the course! Be sure you are keeping up with the changes.

TENTATIVE TOPIC SCHEDULE:
*All assignments are due prior to class on the date indicated unless otherwise specified..

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<thead>
<tr>
<th>Topic &amp; Required Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>Tues. July 8</strong></td>
<td><strong>Face-to-Face</strong></td>
</tr>
<tr>
<td>Introductions, Syllabus, What is Literacy?</td>
<td>★ First Reading Guide</td>
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| **Thurs. July 10** | **Face-to-Face** |
| Teaching in the 21st Century – read assigned chapter and materials in BB and Language, Diversity, & Culture - read assigned chapter and materials in BB | ★ Second Reading Guide ★ Literacy History – bring hard copy of draft to class (see p. 12 of textbook) |

| **Tues. July 15** | **Face-to-Face** |
| Multiple Literacies - read assigned chapter and materials in BB | ★ Third Reading Guide |

| **Thurs. July 17** | **Online** |
| Creating a Favorable Learning Environment - read assigned chapter and materials in BB | ★ Fourth Reading Guides |

| **Tues. July 22** | **Face-to-Face** |
| Preparing to Read - read assigned chapter and materials in BB | ★ Fifth Reading Guide ★ Group Learning Environment Discussion Board |

| **Thurs. July 24** | **Online** |
| Developing Vocabulary and Conceptual Connections - read assigned chapter and materials in BB | ★ Sixth Reading Guide |

<p>| <strong>Tues. July 29</strong> | <strong>Online</strong> |
| Using Technology in the Content Areas - read assigned chapter and materials AND The Arts as Ways to Represent Thinking - read assigned chapter and materials in BB | ★ Seventh and Eighth Reading Guide |</p>
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments/Notes</th>
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</table>
| Thurs. July 31 | Face-to-Face  | Critical and Creative Thinking - read assigned chapter and materials in BB | Ninth Reading Guide  
|               |                |                                                       | Film Festival in class - Book Trailers are due |
| Tues. Aug 5  | Face-to-Face  | Assessment, Evaluation, and Reporting - read assigned chapter and materials in BB | Tenth Reading Guide  
| Last Class   |                |                                                       | Strategies Talks    |
| Thurs. Aug 8 | Final Exam Period |                                                       | Post Lesson Plan to TK20 |
COURSE AND INSTRUCTOR POLICIES

Time Expectations
A general rule of thumb for University-level work is that for every credit hour earned, a student should spend about 2-3 hours a week working outside of class on reading, writing, and assignments. This is a full 15-week semester course, with full semester expectations and objectives, compressed into 5 weeks. Therefore, you should expect to spend between 15 - 25 hours per week working outside of class on this course doing readings and assignments.

Blackboard
To be successful in this course, you must access the course Blackboard site. You will find handouts and other course material, you will participate in online discussions, and you will submit some assignments there. Log in using your NetID and password. If you are unable to connect, contact the Helpdesk as soon as possible.

Library
If you need help with any library concerns related to education, you can contact the education library liaison, Andy Herzog, at 817-272-7517 or amherzog@uta.edu. The UTA library has many resources that will help you in this class and in your studies in general. I encourage you to take advantage of it.

Evaluation
Specific guidelines and evaluation rubrics for assignments will be given with assignment instructions. Please refer to the class schedule for specific due dates. No make-up work, extra credit, or alternate assignments will be accepted except as stated in the syllabus.

Due Dates
For full credit, submit all assignments by the due date posted. *With prior arrangements*, assignments that are one day late will receive a 10% deduction. Assignments that are two days late will receive a 25% deduction. Assignments that are two or more days late will not be evaluated, and will receive the grade of 0. Reading Guides are due on the date stated and will not be graded if they are late. There are no exceptions.

Technology
I love technology when it is used in thoughtful and meaningful ways. You may use computers, tablets, or smartphones in class as long as they are helping you be more productive in course content (refreshing your memory on readings, looking up relevant information, etc.). There are times built into the course when we will use devices. We will not waste class time playing games, checking email, Facebook, or similar things. Please put headphones away when you come into the classroom.

Academic Integrity
Misconduct, dishonesty, plagiarism, cheating, hiring or allowing someone else to do your work, purchasing essays, and other forms of academic dishonesty, or facilitating any such act will not be tolerated. Academic misconduct is an offense against honest students, and children in classes you will teach. Suspicions of it will be reported and are subject to discipline according to
UTA policy. Academic dishonesty of any kind may result in the failure of the course, and suspension or expulsion from the University. There are tools provided to professors that can identify academic dishonesty. It is academically dishonest to pass someone else’s work off as your own. The UTA Honor Code should be pasted to the cover sheet of assignments.

LITERACY STUDIES (LIST) PROGRAM POLICIES

Attendance
All students are expected to be on time, in class every session. Thus, absences will be monitored. An absence (for any reason) will result in a ceiling grade of B (a reduction of one letter grade); two absences result in a ceiling grade of C. Students who have three or more absences will not receive credit for this course. Partial absences (arriving late/leaving early) will be counted. Three partial absences will equal one absence. The instructor does not judge the merit of absences or whether they are excused or not. The instructor does not need to know the circumstances. An absence is an absence.

In this course, students may substitute ONE in-class session with a 5-page paper written on the topic addressed in that day’s class. Please contact me within one day of the absence if you wish to use this option. Readings and/or other relevant materials will be assigned.

Students desiring to miss a class session in order to attend an education-related conference or other professional event must contact the course instructor at least two weeks in advance to discuss this request. The decision as to whether to excuse the missed class is entirely up to the instructor, and is based on the student’s current academic standing in the course, the feasibility of making up missed content, and the extent to which attendance at the event is required or optional. Students are responsible for any work they miss due to an absence.

COLLEGE OF EDUCATION AND HEALTH PROFESSIONS POLICIES

Dispositions
Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly qualified educator. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies. These dispositions include:

- Demonstrates excellence
- Participates in a learner-centered environment and shows respect for self and others
- Research-based pedagogy
- Participates in on-going collaboration with peers and professionals
- Exhibits stewardship of diversity
- Advocates appropriate use of technology
- Shows interest in the learner and the learning process
UNIVERSITY POLICIES

Academic Integrity
All students enrolled in this course are expected to adhere to the Honor Code:
I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2. Suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Americans with Disabilities Act
The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide reasonable accommodations to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Adds and Drops
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the university may be required as a result of dropping classes or withdrawing. For more information contact the Office of Financial Aid and Scholarships.
Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, and graduation. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation.

Student Support Services

UT-Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Student Feedback Survey

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT-Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate.

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.
Conceptual Framework:
The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

Course Objectives Mapped to State and National Standards

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<th>Learning Outcomes</th>
<th>Assignments/Assessments</th>
<th>National Standards</th>
<th>TeXes Domains and Competencies</th>
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<tr>
<td>Content Knowledge</td>
<td>Journal Entries/ Quizzes</td>
<td>IRA 1.4</td>
<td>Reading Specialist 006, 007, 008, 013</td>
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<td></td>
<td>TEKS activity</td>
<td>TESOL 1b</td>
<td>ESL 001, 004, 006, 007</td>
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<td></td>
<td>Textbook Evaluation</td>
<td>NCTE 3.3 3.4 3.6</td>
<td>English Language Arts/Reading,</td>
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<td>Booktalks</td>
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<td>Grades 4 – 8 003 009</td>
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<td></td>
<td>Final Lesson plan</td>
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<td>English Language Arts/Reading,</td>
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<td></td>
<td>Blogs</td>
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<td>Grades 8-12 002, 004, 005, 008,</td>
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<td>009, 011</td>
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<td>Pedagogical Knowledge and Skills-Instruction</td>
<td>IRA 2.1, 2.2, 2.3, 3.1, 4.1, 4.2, 4.3, 4.4</td>
<td>Reading Specialist 006, 007, 008, 009, 010, 011</td>
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<td>Uses instructional grouping options (individual, small group, whole class, and computer based) as appropriate for accomplishing given purposes. Uses a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds. Uses strategies to help learners plan, organize, understand, and integrate content from various disciplines, and modifies and adapts content area curricula and instructional methods to facilitate student learning. Is aware of factors (e.g., cultural background, previous learning experiences, student placement practices) that may affect learning in the content areas and knows how to apply general strategies for providing content are a instruction (e.g., linking new knowledge and skills to old, making connections among disciplines). Fosters content area knowledge and skills among learners and makes curriculum modifications and adaptations to enhance higher order thinking and creativity.</td>
<td>Literacy Strategy Presentation</td>
<td>TESOL 3a, 3b, 3c, 4b, 4c</td>
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<td>Lesson Plan</td>
<td>NCTM 3.4</td>
<td>ESL 003, 004, 006, 007</td>
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<td>Textbook Evaluation</td>
<td>NCTE 4.1 – 4.10</td>
<td>French, 029, 039</td>
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<td>AEIS report</td>
<td>ACTFL 4, 5</td>
<td>German 029, 039</td>
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<td></td>
<td>Journal Entries/Quizzes</td>
<td>NCTM 6, 7, 8</td>
<td>Spanish 031, 041</td>
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<td>Classroom activities/strategies</td>
<td>NCTE 4, 5, 6, 7, 8</td>
<td>Math, Grades 48, 016 – 019</td>
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<td>NCSS 2.1 2.5</td>
<td>Math, Grades 812, 019 021</td>
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<td>English Language Arts/Reading</td>
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<td>Science, Grades 4 – 8, 021 – 023</td>
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<td>Life Science, 019 020 Physical</td>
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<td>Science, 021022</td>
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Uses a variety of instructional strategies and roles to facilitate learning and to help students become independent thinkers and problem solvers who use higher order thinking in the classroom and the real world.

Enhances learners' independence by guiding them to apply strategies for assessing and expanding their language skills.

Encourages learners to use self-monitoring and self-correcting techniques and helps them develop a variety of strategies for negotiating meaning and accessing needed information (e.g., by asking questions, using reference materials).

Encourages learners to use a variety of strategies to construct meanings and monitor their own comprehension.

Supports content literacy taught as a process in the content classroom rather than a set of skills in a separate class.

Describes how literacy instruction is influenced by the context in which lessons are taught.

Cites how the demands of literacy differ across subject areas and what critical literacy/thinking skills are needed across subject areas.

Utilizes instructional techniques and materials, which can motivate student reading in the content areas.

Understands the importance of writing to learn in content area subjects and plans various content writing strategies appropriate for specific content areas.

Discusses various types of questioning taxonomies, develops questions at various cognitive levels for content instruction, and devises instructional plans which will move students toward "higher level" questions.

Compares and contrasts different types of discussion techniques, i.e., guided vs. reflective discussions, demonstrates how you can create an environment for discussion in your classroom, plans strategies for discussion which seem most appropriate for specific content areas.

Understands methods for teaching, monitoring, and assessing reading comprehension in the content areas.

Identifies the difficulties of technical and content specific vocabulary in the reading process and develops strategies for teaching vocabulary in contextually related and relevant ways.

Identifies note-taking and study/organizational strategies and develops...
instructional plans to teach these to students. Uses knowledge of study strategies to facilitate learners’ success.

**Pedagogical Knowledge & Skills—Assessment**

Uses a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools. Uses informal and formal assessment methods to evaluate content area learning, monitor instructional effectiveness, and shape instruction.

Cites how reading attitudes and interests impact desire to read, what factors shape reading attitudes and interests, and applies techniques for assessing individual reading interests and attitudes.

Understands methods for teaching, monitoring, and assessing reading comprehension in the content areas. Identifies appropriate strategies and activities for meeting the needs of special populations in content area reading/writing instruction, including strategies, approaches, activities, and materials.

Recognizes the range of reading ability among students and the critical need for literacy in the content areas.

Understands how background knowledge influences comprehension, cites specific strategies which are useful for building background knowledge, and identifies methods for assessing students’ background knowledge.

**Pedagogical Knowledge & Skills—Curriculum Materials**

Uses a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Uses students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.

Uses a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural, and linguistic backgrounds.

Interacts with a wide variety of sources and fosters learners’ interaction with those sources, including visual and technological displays. Understands how motivation affects group and
individual behavior and learning and can apply this understanding to promote student learning. Uses a variety of instructional materials and resources (including human and technological resources) to support individual and group learning. Demonstrates how to critically evaluate a textbook for factors which impact readability, usability, and interestability and devises methods for helping students deal with textbooks.

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<tr>
<th>Dispositions</th>
<th>Lesson Plan Journal Entries/Quizzes Blogs</th>
<th>IRA 5.1 TESOL 5c</th>
<th>Reading Specialist 014 ESL 010</th>
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<td>Displays positive dispositions related to reading and the teaching of reading. Motivates learners to be lifelong learners.</td>
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