LIST 4343: Content Area Reading and Writing
Spring 2015 – Subject to Change with Notice

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Cell Number: will be given by request
Office Hours: By appointment in office, online, or by phone

Catalog Description
LIST 4343: Content Area Reading and Writing (3-0)
Explains 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
★ Pearson 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

Course Assignments
★ Class Participation, online assignments, and journals – 100 points total
★ Literacy Life Histories (50 points – see rubric in Blackboard)
★ Strategies Presentation (50 points – see rubric in Blackboard)
★ Reading Guides & Quizzes – 15 points per guide, 150 points in all
★ Textbook 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
C = 421 - 480 points
B = 481 - 540 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 may 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.*

<table>
<thead>
<tr>
<th>Topic &amp; Required Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday Jan 26</strong></td>
<td><strong>Face-to-Face</strong> Introductions, Syllabus, What is Literacy?</td>
</tr>
<tr>
<td><strong>Monday Feb 2</strong></td>
<td><strong>Face-to-Face</strong> Teaching in the 21st Century – read assigned chapter and materials in BB</td>
</tr>
<tr>
<td><strong>Monday Feb 9</strong></td>
<td><strong>Face-to-Face</strong> Language, Diversity, &amp; Culture - read assigned chapter and materials in BB</td>
</tr>
<tr>
<td><strong>Monday Feb 16</strong></td>
<td><strong>Face-to-Face</strong> Multiple Literacies - read assigned chapter and materials in BB</td>
</tr>
<tr>
<td><strong>Monday Feb 23</strong></td>
<td><strong>Face-to-Face</strong> Creating a Favorable Learning Environment - read assigned chapter and materials in BB</td>
</tr>
<tr>
<td><strong>Monday March 2</strong></td>
<td><strong>Team Day</strong> Work on book trailers with your partner</td>
</tr>
<tr>
<td><strong>Monday March 16</strong></td>
<td><strong>Face-to-Face</strong> Preparing to Read - read assigned chapter and materials in BB</td>
</tr>
<tr>
<td><strong>Monday March 23</strong></td>
<td><strong>Fact-to-Face</strong> Developing Vocabulary and Conceptual Connections - read assigned chapter and materials in BB</td>
</tr>
</tbody>
</table>

★ First Reading Guide Quiz  
★ Literacy History – bring hard copy of draft to class (see p. 12 of textbook)  
★ Second Reading Guide Quiz  
★ Third Reading Guide Quiz  
★ Fourth Reading Guide Quiz  
★ Textbook Evaluation  
★ Fifth Reading Guide Quiz  
★ Film Festival in class - Book Trailers are due  
★ Sixth Reading Guide Quiz  
★ Strategy Presentations
<table>
<thead>
<tr>
<th>Monday</th>
<th>Face-to-Face</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 30</td>
<td>Using Technology in the Content Areas - read assigned chapter and materials</td>
<td>Seventh Reading Guide Quiz</td>
</tr>
<tr>
<td>April 6</td>
<td>The Arts as Ways to Represent Thinking - read assigned chapter and materials in BB</td>
<td>Eighth Reading Guide Quiz</td>
</tr>
<tr>
<td>April 13</td>
<td>Critical and Creative Thinking - read assigned chapter and materials in BB</td>
<td>Ninth Reading Guide Quiz</td>
</tr>
<tr>
<td>April 20</td>
<td>Team Day</td>
<td>Work with partner on lesson plan</td>
</tr>
<tr>
<td>April 27</td>
<td>Assessment, Evaluation, and Reporting - read assigned chapter and materials in BB</td>
<td>Tenth Reading Guide Quiz</td>
</tr>
<tr>
<td>May 4</td>
<td>Last Day of Class</td>
<td>Lesson Plans due online 11:55 PM</td>
</tr>
</tbody>
</table>

Wrapping it up!
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. Therefore, you should expect to spend between 6 – 9 hours per week working outside of class on this course.

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, Gretchen Trkay, at 817-272-7517 or gtrkay@uta.edu. The UTA has many resources that will help you in this class and in your studies in general. I encourage you to take advantage of them.

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 (taking notes, refreshing your memory on readings, looking up relevant information, etc.). 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.

Attendance

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I expect all students to be on time, and in class every session. Thus, absences will be monitored. An absence (for any reason) may result in a lower final grade. Two absences result in a ceiling grade of B. 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. 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 see me within one week 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 me at least two weeks in advance to discuss this request. At UTA, the decision as to whether to excuse the missed class is entirely up to instructors, 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.

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

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 (heep//www.uta.edu/ses/faq

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. For more information, visit http://www.uta.edu/sfs

Final Review Week
A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Title IX
The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

TK20 Requirement
The College of Education and Health Professions has adopted TK20, a comprehensive data management system that provides powerful tools to manage growth and streamline our processes. You will need to subscribe to the program for a one-time only, nonrefundable cost of $100. You may purchase your subscription online from a link provided on the system’s web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Jeanne Gerlach and visit http://www.uta.edu/coehp/tk20 for more information.

Emergency Exit Procedures
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an
emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

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.
### Alignments

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assignments/Assessments</th>
<th>National Standards</th>
<th>TeXes Domains and Competencies</th>
</tr>
</thead>
</table>
| **Content Knowledge** | Journal Entries/Quizzes  
TEKS activity  
Textbook Evaluation  
Book Trailers  
Final Lesson plan | IRA 1.4  
TESOL 1b  
NCTE 3.3 3.4 3.6 | Reading Specialist 006, 007, 008, 013  
ESL 001  
English Language Arts/Reading, Grades 4 – 8 003 009  
English Language Arts/Reading, Grades 8 12 002, 004, 005, 008, 009, 011 |
| **Pedagogical Knowledge and Skills—Instruction** | Literacy Strategy  
Presentation  
Lesson Plan  
Textbook Evaluation  
Journal Entries/Quizzes | IRA 2.1, 2.2, 2.3, 3.1, 4.1, 4.2, 4.3, 4.4  
TESOL 3a, 3b, 3c, 4b, 4c  
NMSA 4, 5  
NCTE 3.4  
NCTE 4.1 – 4.10  
ACTFL 4, 5  
NCTM 6, 7, 8  
NSTA 4, 5, 6, 7, 8  
NCSS 2.1 2.5 | Reading Specialist 006, 007, 008, 009, 010, 011  
ESL 003, 004, 006, 007  
French 029, 039  
German 029, 039  
Spanish 031, 041  
Math, Grades 48, 016 – 019  
Math, Grades 812, 019 021  
English Language Arts/Reading  
Grades 48, 003 – 009  
English Language Arts/Reading  
Grades 812 002, 004, 005, 008, 009, 011  
Science, Grades 4 – 8, 021 – 023  
Life Science, 019 020  
Physical Science, 021022  
Science, Grades 8 12, 046 – 047  
Social Studies, Grades 4 – 8, 006 – 007  
History 016 – 019  
Social Studies, Grades 8 12, 020 – |
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

<table>
<thead>
<tr>
<th>Course Subject</th>
<th>Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>015, 017</td>
<td>All Level, Mid Level</td>
</tr>
<tr>
<td>Journalism</td>
<td>003, 005, 014, 015</td>
<td>Secondary PPR</td>
</tr>
<tr>
<td>Music</td>
<td>001, 011, 012</td>
<td></td>
</tr>
<tr>
<td>P.E.</td>
<td>010, 013</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td>003, 004, 012</td>
<td></td>
</tr>
<tr>
<td>Theater Arts</td>
<td>012, 014, 015, 016</td>
<td></td>
</tr>
<tr>
<td>All Level, Mid Level, Secondary PPR</td>
<td>003, 007, 008, 009</td>
<td></td>
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</tbody>
</table>
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.

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