LIST 4343 – Content Area Reading and Writing

Summer 2016 – Subject to Change with Notice

Instructor: Dr. Kathryn Pole – [More About Me]
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Office Phone: 817 272-2240
Office Hours: by appointment, in office, online, or by phone
Class Meeting: We will use a blended learning format. Face-to-Face sessions will meet 12:45 – 4:45 in COBA 149. Online sessions will be conducted in Blackboard. Please check the course calendar carefully.

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.

Instructor Statement
Students taking this course come from content-area majors across campus, representing sciences, mathematics, humanities, the arts, and kinesiology. All are seeking teaching certification, and are required to take this course in order to meet Texas teacher preparation standards.

While there are general literacy skills that everyone needs to be able to use, there are also content-specific ways that people communicate within a given discipline. For example, reading, writing, and communicating as scientists is different from the ways we read, write, and speak in a literary or historic context. The disciplines of athletics, art, and music each have their own literacies. Therefore, Literacy is practiced in all content areas. The focus of this course is on identifying those content-specific literacies and learning teaching strategies and tools that you can use in your own future classrooms.

This course is not designed to make everyone a teacher of generic reading and writing. I believe that doing so would be undermining the importance of a well-rounded curriculum. This course was designed to help you find ways to maximize your teaching of specific content-area literacies within specific disciplines.
Objectives
At the end of the course, successful students will be able to:

- Describe the literacies and literate practices that are used within a specific content area (TEA Standard 3)
- Evaluate resources (books, media, etc.) used in a content area using qualitative and quantitative methods as related to readability, complexity, comprehension, and features (TEA Standard 1, PPR Competency 3)
- Effectively use multimodal literacies (text, video, audio, etc.) to create teaching content (TEA Standard 1, PPR Competency 3)
- Work with a cross-disciplinary team to research and demonstrate effective teaching of literacy strategies as they relate to content areas, and develop a toolkit of strategies with clear connections to disciplinary literacies (TEA Standard 1, PPR Competency 3)
- Create a lesson plan that integrates literacies into a content area for a specific grade level, and is based on State and national standards for a specific teaching discipline (TEA Standard 1, PPR Competency 3)
- Collaborate with colleagues to enhance professional knowledge (TEA Standard 6; PPR Competency 7, 12)

Required Textbook, Materials, and Resources
- Texas Essential Knowledge and Skills (TEKS)
- Teaching standards related to specific content areas as developed by national professional organizations – available online
- Readings and other materials posted to Blackboard - required
- 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. Find out more about TK20 here.

Course Assignments
- Class Participation (face-to-face and online environments + class activities) – 100 points total
- Twitter PLN project (100 points – see rubric in Blackboard)
- Literacy Life Histories (50 points – see rubric in Blackboard)
- Strategies Presentation (50 points – see rubric in Blackboard)
- Text 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

*Subject to change at the instructor’s discretion, based on the needs of the course. Students will always be notified when changes are made.

### TOPIC SCHEDULE

All assignments are due prior to the start of class on the date indicated unless otherwise specified.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Required Readings</th>
<th>Assignments Due</th>
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| Tues. July 12 | *Face-to-Face*  
Introductions  
Syllabus Review  
Twitter  
Text Analysis  
Literacy Narratives  
What is Literacy? How does it apply to content areas? |                                                                                                       |
| Thurs. July 14 | *Face-to-Face*  
Teaching in the 21st Century – read assigned materials in BB  
Language, Diversity, & Culture - read assigned materials in BB | ★ Literacy History – bring hard copy of draft to class, and submit online  
★ Readings/Materials posted to Blackboard. Be prepared to do a Quickwrite |
| Tues. July 19 | *Online*  
Work day – work on Book Trailer assignment and Text Analysis Assignment | ★ Submit Text Analysis assignment                                                                 |
| Thurs. July 21 | *Face-to-Face*  
Multiple Literacies | ★ Readings/Materials in Blackboard  
★ participate in a Twitter Chat this week |
| Tues. July 26 | *Online*  
Creating a Favorable Learning Environment  
Workday | ★ Work on Strategies Presentations  
★ Work on Book Trailers  
★ Read materials in Blackboard, complete the assignment |
| Thurs. July 28 | *Face-to-Face*  
Strategy Presentations, and Using Technology, and Art as a Way to Represent Learning | ★ Post Strategy Presentations  
★ Reading/Materials in Blackboard |
| Tues. Aug 2 | *Online*  
Face to Face – FILM FESTIVAL  
AND preparing for lesson plan assignment | ★ Post your Book Trailers |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Thurs. Aug 4</td>
<td><em>Face-to-Face Developing Vocabulary and Conceptual Knowledge, and Inquiry</em></td>
<td>♠ Readings/Materials in Blackboard</td>
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<tr>
<td>Tues. Aug 9</td>
<td><em>Online Work Day – complete Twitter PLN report and lesson plan</em></td>
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</table>
| Thurs. Aug 11 | *Last Class Day – PLN Project Report is due, Lesson Plan is due* | ♠ Post Lesson Plan to TK20
♠ Submit PLN Project report to Blackboard |
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 - 20 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, Gretchen Trkay, at 817-272-7517 or gtrkay@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.

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.

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 at 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

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 the Office for Student Disability Services or by calling (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 the Maverick Resources website.

**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.

College of Education Conceptual Framework

The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, Professionalism, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.
The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, **Research**, **Diversity**, and **Technology**, represent themes woven into the core values:

- **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
- **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
- **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.
Course Objectives Mapped to State and National Standards

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assignments/Assessments</th>
<th>National Standards</th>
<th>TeXes Domains and Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge</strong></td>
<td>Journal Entries/Quizzes</td>
<td>IRA 1.4</td>
<td>English Language Arts/Reading, Grades 4 – 8 003 009</td>
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<td>Understands reading as a process in which readers actively participate in constructing meaning. Identifies the different types of text structure and discusses the relationship of awareness of text structure and comprehension. Recognizes how the demands of literacy differ across genre or organizational style of writing such as narrative prose and expository text.</td>
<td>TEKS activity</td>
<td>TESOL 1b</td>
<td>English Language Arts/Reading, Grades 8-12 002, 004, 005, 008, 009,011</td>
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<td>Textbook</td>
<td>NCTE 3.3 3.4</td>
<td>3.6</td>
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<td>Evaluation</td>
<td>IRA 2.1, 2.2, 2.3, 3.1, 4.1, 4.2, 4.3, 4.4, 4.9</td>
<td>French 029, 039</td>
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<tr>
<td>Booktalks</td>
<td>TESOL 3a, 3b, 3c, 4b, 4c</td>
<td>German 029, 039</td>
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<td>Final Lesson plan</td>
<td>NMSA 4, 5</td>
<td>Spanish 031, 041</td>
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<td>Blogs</td>
<td>NCTE 3.4</td>
<td>Math, Grades 48, 016 – 019</td>
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<td><strong>Pedagogical Knowledge and Skills</strong></td>
<td>IRA 4.1 – 4.10</td>
<td>Math, Grades 812, 019 021</td>
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<td>Instruction</td>
<td>ACTFL 4, 5</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 area 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. 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).</td>
<td>NCTM 6, 7, 8</td>
<td>English Language Arts/Reading</td>
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<td>NSTA 4, 5, 6, 7, 8</td>
<td>Grades 48, 003 – 009</td>
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<td>NCSS 2.1 2.5</td>
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<td>French 029, 039</td>
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<td>Math, Grades 48, 016 – 019</td>
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<td>Science, Grades 4 – 8, 021 – 023</td>
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<td>Life Science, 019 020</td>
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<td>Physical Science, 021022</td>
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<td>Science, Grades 8 1 2, 046 – 047</td>
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<td>Social Studies, Grades 4 – 8, 006 – 007</td>
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<td>History 016 – 019</td>
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<td>Social Studies, Grades 8 12, 020 – 023</td>
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<td>Art 015, 017022</td>
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<td>Journalism 003, 005, 014, 015</td>
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<td>Music 001, 011, 012</td>
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<td>P.E. 010013</td>
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<td>Speech 003, 004, 012</td>
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<td>Pedagogical Knowledge &amp; Skills</td>
<td>Assessment</td>
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<td>Encourages learners to use a variety of strategies to construct meanings and monitor their own comprehension.</td>
<td>Supports content literacy taught as a process in the content classroom rather than a set of skills in a separate class.</td>
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<td>Describes how literacy instruction is influenced by the context in which lessons are taught.</td>
<td>Cites how the demands of literacy differ across subject areas and what critical literacy/thinking skills are needed across subject areas.</td>
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<td>Utilizes instructional techniques and materials, which can motivate student reading in the content areas.</td>
<td>Understands the importance of writing to learn in content area subjects and plans various content writing strategies appropriate for specific content areas.</td>
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<td>Discusses various types of questioning taxonomies, develops questions at various cognitive levels for content instruction, and devises instructional plans which will move students toward &quot;higher level&quot; questions.</td>
<td>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.</td>
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<td>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.</td>
<td>Understands methods for teaching, monitoring, and assessing reading comprehension in the content areas.</td>
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<td>Identifies note-taking and study/organizational strategies and develops instructional plans to teach these to students.</td>
<td>Identifies note-taking and study/organizational strategies and develops instructional plans to teach these to students.</td>
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<td>Uses knowledge of study strategies to facilitate learners' success.</td>
<td>Uses knowledge of study strategies to facilitate learners’ success.</td>
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**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.

**Dispositions**
Displays positive dispositions related to reading and the teaching of reading.
Motivates learners to be lifelong learners.

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Lesson Plan Strategy Notebooks/Quiz</th>
<th>IRA 5.1 TESOL 5c</th>
<th>ESL 010</th>
</tr>
</thead>
</table>

Dr. Kathryn Pole
Summer, 2016