

LIST 4343 – Content Area Reading and Writing

Summer 2017

Instructor	Dr. Holly Hungerford-Kresser
Office	Science Hall 322K
Email & Info	hkresser@uta.edu https://mentis.uta.edu/explore/profile/holly-hungerford-kresser
Office Phone	817-272-2524
Office Hours	By appointment, in office, online, or by phone
Class Meeting	We will use a blended learning format. Face-to-Face sessions are scheduled for 12:45-4:45 in SH 331. 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 (i.e. NCTE; <http://www.ncte.org>)
- ★ Readings and other materials posted to Blackboard – required
- ★ A composition notebook; these can usually be found for about \$1 at Walgreens or the bookstore
- ★ 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. You can find out more about TK20 here: <https://www.uta.edu/coed/academics/tk20/>

To purchase TK20, go to the following link:

<https://tk20web.uta.edu/campustoolshighered/start.do>

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.

Tuesday June 6 th	Face-to-Face Introductions Syllabus Review Twitter Text Analysis Literacy Life Graphs & Literacy Histories	
Thursday June 8th	<p><i>Face-to-Face</i> Teaching in the 21st Century – read/watch assigned materials in BB and take notes Language, Diversity, & Culture – read/watch assigned materials in BB and take notes</p> <p>Get caught up on first class materials. Make sure you have read all that is in Course Materials.</p>	<ul style="list-style-type: none"> Literacy History: Bring hard copy of draft and Literacy Life Graph to class, and submit Literacy History online by Friday 6/9 @5:00 PM. Post your completed Literacy History in the Discussion Board for the course on Blackboard also. Bring your notes over readings and videos with you! You'll need them in class. Bring notebook and <i>at least</i> one of your resources for the text analysis assignment. Complete PLN Assignment listed in Course Materials for Blackboard by Friday at 5:00 PM.
Tuesday June 13th	<i>Online</i> Work day – work on Book	<ul style="list-style-type: none"> Follow online course assignment directions.

UNIVERSITY OF TEXAS ★ ARLINGTON

	Trailer assignment and Text Analysis Assignment	<p>They will be discussed in class and posted in Blackboard.</p> <ul style="list-style-type: none"> • Submit Text Analysis Assignment by Wednesday 6/14 8:00 AM on Blackboard.
Thursday June 15th	Face-to-Face Multiple Literacies	<ul style="list-style-type: none"> • Read and respond to folks' literacy histories in Discussion Board by start of class (12:45 PM) • Readings/Materials in Blackboard. • Participate in Twitter Chat this week. • Go over Strategies Presentation and Book Trailer details.
Tuesday June 20th	<i>Online</i> Creating a Favorable Learning Environment Workday	<ul style="list-style-type: none"> • Work on Strategies Presentations • Work on Book Trailers • Read materials in Blackboard, complete the assignment
Thursday June 22nd	<i>Face-to-Face</i> Strategy Presentations, and Using Technology, and Art as a Way to Represent Learning Work on Book Trailers	<ul style="list-style-type: none"> • Post Strategy Presentations before class starts. • Reading/Materials in Blackboard
Tuesday June 27th	<i>Face-to-Face</i> Developing Vocabulary and Conceptual Knowledge AND preparing for your lesson plan assignmnet	<ul style="list-style-type: none"> • Post your Book Trailers before class starts, to Discussion Board thread. • Grade journals via

U N I V E R S I T Y O F T E X A S ★ A R L I N G T O N

		peer and Dr. HK in class.
Thursday June 29 th	Face to Face – FILM FESTIVAL AND preparing for lesson plan assignment	<ul style="list-style-type: none"> • Readings/Materials in Blackboard
Tuesday July 6 th	<i>Online Work Day – complete Twitter PLN report and lesson plan</i> <i>Last Class Day – PLN Project Report is due, Lesson Plan is due</i>	<ul style="list-style-type: none"> • Post Lesson Plan to TK20 • Submit PLN Project report to Blackboard • Submit Lesson Plan to Blackboard • All posted in Blackboard by 8:00 AM Friday, July 7th.

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: The College of Education librarian is Michelle Reed. You can contact her at michelle.reed@uta.edu or (817) 272-5127. <https://mentis.uta.edu/explore/profile/michelle-reed>

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.

Attendance

All students are expected to be on time, in class every session. Thus, absences will be monitored. Two absences (for any reason, in a face-to-face or online class) will result in a ceiling grade of B - a reduction of one letter grade; three absences result in a ceiling grade of C. 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.

UNIVERSITY POLICIES

Drop Policy: 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 the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Disability Accommodations: UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington 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.

UNIVERSITY OF TEXAS ★ ARLINGTON

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.

UT Arlington faculty members may employ the Honor Code in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

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, graduation, etc. 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. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, 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.

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, which is located down the hall and to the right. 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. Students are also encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

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 <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

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

Course Objectives Mapped to State and National Standards

Learning Outcomes	Assignments/ Assessments	National Standards	TeXes Domains and Competencies
Content Knowledge 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.	Journal Entries/ Quizzes TEKS activity Textbook Evaluation Booktalks Final Lesson plan Blogs	IRA 1.4 TESOL 1b NCTE 3.3 3.4 3.6	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 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. 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).	Literacy Strategy Presentation Lesson Plan Textbook Evaluation Strategy Notebooks/Quizzes Classroom activities/strategies	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	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 1 2, 046 – 047 Social Studies, Grades 4 – 8, 006 – 007 History 016 – 019 Social Studies, Grades 8 12, 020 – 023 Art 015, 017022 Journalism 003, 005, 014, 015 Music 001, 011, 012 P.E. 010013 Speech 003, 004, 012

<p>Encourages learners to use a variety of strategies to construct meanings and monitor their own comprehension.</p> <p>Supports content literacy taught as a process in the content classroom rather than a set of skills in a separate class.</p> <p>Describes how literacy instruction is influenced by the context in which lessons are taught.</p> <p>Cites how the demands of literacy differ across subject areas and what critical literacy/thinking skills are needed across subject areas.</p> <p>Utilizes instructional techniques and materials, which can motivate student reading in the content areas.</p> <p>Understands the importance of writing to learn in content area subjects and plans various content writing strategies appropriate for specific content areas.</p> <p>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.</p> <p>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.</p> <p>Understands methods for teaching, monitoring, and assessing reading comprehension in the content areas.</p> <p>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.</p> <p>Identifies note-taking and study/organizational strategies and develops instructional plans to teach these to students.</p> <p>Uses knowledge of study strategies to facilitate learners' success.</p> <p>Pedagogical Knowledge & Skills</p> <p>Assessment</p> <p>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.</p> <p>Uses informal and formal assessment methods to evaluate content area learning, monitor instructional effectiveness, and shape instruction.</p> <p>Cites how reading attitudes and interests impact desire to read, what factors shape reading attitudes and interests, and applies</p>			<p>Theater Arts 012, 014, 015, 016</p> <p>All Level, Mid Level, Secondary PPR</p> <p>003, 007, 008, 009</p>
--	--	--	---

<p>techniques for assessing individual reading interests and attitudes.</p> <p>Understands methods for teaching, monitoring, and assessing reading comprehension in the content areas.</p> <p>Identifies appropriate strategies and activities for meeting the needs of special populations in content area reading/writing instruction, including strategies, approaches, activities, and materials.</p> <p>Recognizes the range of reading ability among students and the critical need for literacy in the content areas.</p> <p>Understands how background knowledge influences comprehension, cites specific strategies which are useful for building background knowledge, and identifies methods for assessing students' background knowledge.</p> <p>Pedagogical Knowledge & Skills</p> <p>Curriculum Materials</p> <p>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.</p> <p>Uses students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.</p> <p>Uses a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural, and linguistic backgrounds.</p> <p>Interacts with a wide variety of sources and fosters learners' interaction with those sources, including visual and technological displays.</p> <p>Understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.</p> <p>Uses a variety of instructional materials and resources (including human and technological resources) to support individual and group learning.</p> <p>Demonstrates how to critically evaluate a textbook for factors which impact readability, usability, and interestability and devises methods for helping students deal with textbooks.</p>			
<p>Dispositions</p> <p>Displays positive dispositions related to reading and the teaching of reading.</p> <p>Motivates learners to be lifelong learners.</p>	<p>Lesson Plan</p> <p>Strategy</p> <p>Notebooks/Quiz</p>	<p>IRA 5.1</p> <p>TESOL 5c</p>	<p>ESL 010</p>