School of Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Name</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Deborah Masterson</td>
</tr>
<tr>
<td>Number</td>
<td>Telephone</td>
</tr>
<tr>
<td>RDGED 3303</td>
<td>281-248-3763</td>
</tr>
<tr>
<td>Title</td>
<td>Email</td>
</tr>
<tr>
<td>Content Area Reading</td>
<td><a href="mailto:mastersd@stthom.edu">mastersd@stthom.edu</a></td>
</tr>
<tr>
<td>Section</td>
<td>Office Hours</td>
</tr>
<tr>
<td>2439</td>
<td>By Appointment</td>
</tr>
</tbody>
</table>

**PREREQUISITES**

|----------------------|----------------------------------------------------------------------------------------------------------------------------------|

**Course Description**

This course focuses on evidence-based practices for integrating literacy skills instruction into all content areas. The goal is to develop an awareness of the need for literacy instruction across the curriculum and to develop an understanding of how to effectively implement both generic and content-specific literacy strategies.

**How to contact your Instructor**

I can be contacted by e-mail through my UST e-mail address above or by the phone number listed. I will usually respond within 24 hours. If I will be away for a longer period of time, I will post my return date on the Announcement section ahead of time. I will also be checking my stthom email several times a week to answer any questions that have been posted there by students.

**UST Blackboard Help**

www.stthom.edu/bbhelp

**COURSE OBJECTIVES**

By the completion of this course, students will be able to describe:

- Literacy acquisition and maintenance
- The principles that motivate students to learn
- Literature’s place in content area classrooms
- How to integrate reading and writing in the content areas
- Basic needs and concomitant problems faced by adolescent readers
- Characteristics of appropriate curriculum, instructional strategies, instructional arrangements, resources, and student performance assessment
- Instructional strategies to teach vocabulary, writing, and comprehension in the content areas
- Educational trends and issues related to the literacy skills of adolescent learners
ASSIGNMENTS

General guidelines for completing assignments and exams include:

- All assignments are due by 11:59 p.m. on their respective due dates.
- Due dates for all assignments are included in the course calendar.
- Late assignments will be penalized per the details provided in the rubrics.
- Students are expected to use the rubrics posted on Blackboard to self-evaluate all work prior to submitting it.

Exams (30%):

There will be two exams given within the semester. The mid-term exam (available in Module 7) will consist of material covered in the first half of the course that leads up to the test. The course material for the second half of the course will be covered by the final examination (available in Module 14). The exams will be available on-line, and will also be completed and turned in on-line. Exams will consist of a mixture of multiple choice, true/false, short answer and essay questions. Students will have three hours to complete the exam once they open it. (Study Guides are posted on Blackboard.)

Discussion Board (30%):

Students will participate in ten (10) on-line discussions. Prompts for each are posted on Blackboard under the course modules. Students are expected to research the topic and post a response that demonstrates preparation and understanding. (Cite the source of the literature reviewed.) In addition, students are expected to read the responses of their peers and to reply to at least two of them. These replies should be thought-out and thought-provoking.

Lesson Plan (20%):

Students are expected to develop a lesson plan that integrates literacy instruction into a specific content area such as science, social studies, or mathematics. Include at least one trade book (Children’s literature or adolescent literature). A format for this lesson plan is posted on Blackboard.

Research Paper/Presentation (20%): (Three page paper & 10-15 minute presentation)

Students are expected to choose a topic related to content area reading and write a three (3) page paper. Use a minimum of five (3) peer reviewed articles published after 2008. The paper should be more than a summary of the articles. It should reflect on how the information gathered informs the one’s teaching practice. Use APA guidelines for formatting this paper. Prepare a 10 minute presentation of the research project and a handout for each class member.

GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Mid Term Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>30%</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20%</td>
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COURSE REQUIREMENTS:

1. Students will complete all responsibilities for the course and adhere to the on-line schedule. Please know that late entries may result in a lower grade. **Late assignments are NOT accepted later than 1 week after the assignment is due.**

2. Students must demonstrate proficiency in written composition, as written communication skills are basic to teaching. The **essay component** of written work will be graded on correctness of grammatical usage, word choice, and spelling, as well as content.

3. Students must follow the rules of the publication manual of the American Psychological Association (APA) (6th. edition) in citing references. **All papers must be written using the American Psychological Association (APA) style.**

5. Students should consult the current catalogue for information regarding the last day to drop or resign from UST without grade penalty. Students are responsible for completing required forms when they find it necessary to discontinue UST work prior to the end of the semester. Students are responsible for following the proper procedures when dropping this course.

6. Students will not be given make-up exams without a valid written excuse for the absence.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90 – 92</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77 – 79</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>73 – 76</td>
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<tr>
<td>C-</td>
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<td>70 – 72</td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>67 – 69</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>60 – 67</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>&lt; 60</td>
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**Social Justice Tenets Guiding this Course**

Selected social justice teachings of the Catholic Church are used to inform the School of Educations programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

- **Subsidiarity:** Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children:** Children possess full human dignity and are bearers of rights which should be recognized and upheld in educational processes.
- **People have a right to an education:** All people have a responsibility, for the good of society, to contribute to and foster education.

While these three keystones of social justice teachings are present throughout the coursework, they are specifically addressed through scenarios, case studies, and role playing activities at the undergraduate and graduate levels.
ADA STATEMENT ON DISABILITIES
The University of St. Thomas maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:

1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition.

The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive services, please contact the Office of Counseling and Disability Services on the Second Floor of Crocker Center.

Professional Standards of Behavior for Students and Faculty
Students are expected to maintain professional standards of behavior at all times when fulfilling course requirements.

The State Board for Educator Certification (SBEC) has designated the University of St. Thomas as a Center for Professional Development. As part of your professional development, students are expected to maintain the highest standards for scholarship and professionalism.

Academic Honesty: Academic honesty is taken very seriously by the University. Any instances shall be documented and reported to the dean. Academic dishonesty includes but is not limited to cheating on an examination, plagiarism, or knowingly assisting another student in these endeavors. Students may receive an “F” for the project or entire course. For further information refer to the Undergraduate catalog.

The University of St. Thomas prohibits plagiarism. All sources, including electronic sources, must be documented. If there is any question about plagiarism occurring, the paper will be checked according to the university procedures.

“All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, and is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.
<table>
<thead>
<tr>
<th>Module</th>
<th>Class Date</th>
<th>Topics</th>
<th>Assignments</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| 1      | 8/24/15    | • Course requirements  
  • Introduction to content area reading | • Syllabus  
  • Chapter 1 – Literacy Matters  
  • Discussion Board # 1 | 8/24/15  
  8/30/15 |
| 2      | 8/31/15    | • Technology and New Literacies | • Chapter 2 – Learning with New Literacies  
  • Discussion Board # 2 | 9/6/15  
  9/12/15 |
|        |            |        |             | 9/7/15 Holiday – No class |
| 3      | 9/14/15    | • Culturally Responsive Teaching | • Chapter 3 – Culturally Responsive Teaching in Diverse Classrooms  
  • Discussion Board # 3 | 9/14/15  
  9/20/15 |
| 4      | 9/21/15    | • Student Assessment and Text Evaluation | • Chapter 4 – Assessing Students and Texts  
  • Discussion Board # 4 | 9/21/15  
  9/27/15 |
| 5      | 9/28/15    | • Generic Instructional Strategies  
  • Student Motivation  
  • Self-Regulated Learners | • Chapter 6 – Activating Prior Knowledge and Interest  
  • Discussion Board # 5 | 9/28/15  
  10/4/15 |
| 6      | 10/5/15    | • Word Recognition, Fluency, and Reading Comprehension | • Chapter 7 – Guiding Reading Comprehension  
  • Discussion Board # 6 | 10/5/15  
  10/11/15 |
|        |            |        |             | 10/12/15 Winter Break – No class |
| 7      | 10/20/15   | • Mid-term online | | 10/20/15 |
| 8      | 10/26/15   | • Planning Instruction  
  • Using Children’s Literature to Teach Complex Concepts | • Chapter 5 – Planning Instruction  
  • Chapter 11 – Learning with Trade Books  
  • Research Presentations (2)  
  • Discussion Board # 10 | 10/26/15  
  11/2/15 |
| 9      | 11/2/15    | • Evidence-Based Vocabulary Instruction | • Chapter 8 – Developing Vocabulary and Concepts  
  • Research Presentations (1)  
  • Discussion Board # 7 | 11/2/15  
  11/8/15 |
| 10     | 11/9/15    | • Writing Across the Curriculum | • Chapter 9 – Writing Across the Curriculum  
  • Research Presentations (2)  
  • Discussion Board # 8 | 11/9/15  
  11/15/15 |
| 11     | 11/16/15   | • Text Features  
  • Text Structures | • Chapter 10 – Studying Text  
  • Research Presentations (1)  
  • Discussion Board # 9 | 11/16/15  
  11/22/15 |
| 12     | 11/23/15   | • Using Strategic Questioning to Create Self-Regulated Learners | • Chapter 12 – Literacy Coaching  
  • LESSON PLAN DUE  
  • Research Presentations (4) | 11/23/15  
  11/29/15 |
| 13     | 11/30/15   | • Content-Specific Strategies | • RESEARCH PAPER DUE | 11/30/15  
  12/6/15 |
<table>
<thead>
<tr>
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<th>Event</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>12/07/15</td>
<td>Review for Final</td>
<td>11/30/15</td>
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<td>12/14/15</td>
<td>Final – online</td>
<td>12/7/14</td>
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<td>12/14/14</td>
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<tr>
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<td>Research Presentations (8)</td>
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