

Sul Ross State University

Department of Education
M.Ed. Reading Specialist
ED 6313 Reading Across the Content Areas
Fall 2021 Syllabus 8 Week Course
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Course Description

This course investigates best practices as they relate to reading theories and research so that professionals can explain, compare, contrast, develop and critique literacy education practices. The purpose of the course is to learn the most effective ways of helping students with reading comprehension, writing, speaking, listening, viewing and researching across disciplines in K-12. This class is designed to provide students with a foundation of knowledge about the language of each discipline through the interactive process focusing on extracting meaning from print and all mediums.

Marketable Skills:

- **Communication:** Students will proficiently communicate with stakeholders using a variety of mediums to include academic writing, visually representation and oral articulation skills.
 - **Critical Thinking:** Students will analyze various discrete data to support planning and decision making.
 - **Digital Technology:** Students will understand and be able to apply and integrate technology in multiple professional settings.
 - **Collaboration:** Students will engage in various digital mediums to facilitate collaborative workflows.
 - **Creativity:** Students will be able apply innovative approaches and problem-solving techniques to apply creative solutions to improve academic performance.
 - **Organization:** Students will demonstrate organizational skills to effectively manage time and meet deadlines.
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Performance Standards, Goals, and Learning Objectives

Program Learning Outcomes

The graduating reading specialist student will demonstrate that she/he can

- Apply knowledge of the theoretical foundations of literacy to include all components of reading.
- Implement, interpret, create and apply literacy assessments appropriate to the levels of early childhood through grade 12
- Identify and develop an instructional plan to meet the needs of individual students, influencing their literacy development and second language acquisition to promote literacy and apply knowledge to assist the struggling reader, including English language learners, dyslexia, and exceptional students.
- Design, plan, implement, collaborate, and communicate with professional stakeholders research-based literacy curriculum approaches to address the needs of all students.

Course Student Learning Outcomes

Through the activities of this course, students will develop an understanding of the following:

The graduating reading specialist student will demonstrate that she/he can

- Apply and share knowledge of the theoretical foundations of literacy across disciplines.
- Apply developmentally appropriate oral and written language curriculum and instruction across the disciplines at the levels of early childhood through grade 12.
- Demonstrate knowledge of the components of reading, assessment and instruction, and strengths and needs of individual students across the disciplines.

Information regarding professional student services certificates to include Educational Diagnostician, School Counselor, Master Teacher Certificate and Reading Specialist Certificate can be found at

<http://ritter.tea.state.tx.us/sbecrules/tac/chapter239/index.html>

Reading Specialist Standards

- **Standard 1: Components of Reading:** The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.
- **Standard 2: Assessment and Instruction:** The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.
- **Standard 3: Strengths and Needs of Individual Students:** The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

- **Standard 4: Professional Knowledge and Leadership:** The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

Competencies: 1.1s, 1.2s, 1.5s, 1.6k, 1.7k, 1.10s, 1.12k, 1.13k, 1.14k, 1.15k, 1.15s, 1.16s, 1.17s, 1.18s, 1.16k, 1.17s, 1.18k, 1.19s, 1.20s, 1.21s, 1.22s, 1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 1.24s, 1.25k, 1.23s, 1.24s, 1.25s, 1.26s, 1.27s, 1.28s, 1.29s, 1.26k, 1.27k, 1.28k, 1.29k, 1.30s, 1.31s, 1.33s, 1.29k, 1.30k, 1.31k, 1.32k, 1.35k, 1.36k, 1.37k, 1.38k, 1.39k, 1.34s, 1.35s, 1.36s, 1.37s, 1.38s, 1.39s, 1.40s, 1.41s, 1.42s, 1.43s, 1.44s, 1.45s, 1.46s, 1.47s, 1.48s, 1.49s, 1.50s, 1.51s, 2.1k, 2.2k, 2.3k, 2.3k, 2.4k, 2.5k, 2.7k, 2.8k, 2.9k, 2.10s, 2.11k, 2.1s, 2.2s, 2.3s, 2.4s, 2.7s, 2.12k, 2.13k, 2.14k, 2.15k, 2.16k, 1.17k, 2.18k, 2.19k, 2.20k, 2.9s, 2.10s, 2.11s, 2.12s, 2.13s, 2.14s, 2.15s, 2.16s, 2.17s, 3.1k, 3.1s, 3.2k, 3.3k, 3.4k, 3.2s, 3.3s, 3.4s, 3.5s, 3.7k, 3.8k, 3.8k, 3.9k, 3.10k, 3.6s, 3.8s, 3.9s, 3.10s, 4.1k, 4.2k, 4.3k, 4.4k, 4.5k, 4.1s, 4.5s, 4.6k, 4.7s, 4.7k, 4.8k, 4.2s, 4.3s, 4.9k, 4.10k, 4.8s, 4.10s, 4.11s, 4.12s, 4.11s, 4.12s, 4.11k, 4.12k, 4.13s, 4.14s, 4.15s, 4.17s, 4.18s.

Course Format

- This is a 5-week web course which will include two synchronous individual conferences. Online learning is a very different kind of experience from the traditional face-to-face course. Although online courses are convenient, you will shoulder a greater responsibility for your own learning than you might in a face-to-face course.
- A variety of approaches will be included in the online course delivery that includes online discussions, professor and student presentations, reflections and objective assessments. A typical 15-week semester for graduate students requires a minimum of 8-10 hours per week of outside preparation. A condensed 5-week course is likely to require up to 20+ hours of outside class preparation. Assignments will not be accepted after the due date.
- Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work. Begin your assignments as soon as possible and try to stay ahead of the reading requirement. This will help you avoid potential missed assignments because there are always unforeseen events that arise. Keep yourself organized. Start today!
- This course is writing intensive to prepare candidates for the requirements of a professional education career. Take the time to have your work adequately proofread and edited prior to submitting your assignments. Submissions that contain grammar, usage, and basic sentence structural issues will not be credited. Every submission you make is considered a final draft and your very best work.

Required Texts

- Plaut, S. (2009). *The right to literacy in secondary school*. New York: Teachers College Press.
- Lent, R. (2016). *This is disciplinary literacy: Reading, writing, thinking and doing. Content area by content area*. California: Corwin.

Required supplemental articles will be in each corresponding module.

Recommended Text

Students will need to refer to a style guide for matters of style and formatting. The standard in College of Education is the most recent APA manual. In addition to serving as a reference guide for matters of style and formatting, this book will aid you in conceptualizing, researching, and writing your papers.

- American Psychological Association (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC.
- Miller, D. (2009). *The book whisperer Awakening the inner reader in every child*. San Francisco: Jossey-Bass.
- Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse.

Dropping a Class

During the course of a semester, circumstances can prevent students from completing a class successfully. Dropping a class may be necessary and/or wise in your specific case. Please feel free to contact me to discuss this option. Should dropping the class be the best course of action, you are responsible for completing the necessary actions by November 12, 2021 at 4 pm CST.

TEAMS Guidelines: Please refer and follow TEAMS Guidelines provided in the blackboard course as a participation requirement in this class from Midland College or an RGC campus.
Webcams must be turned on and students fully present to not be counted absent

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Technical Support

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055

- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

SRSU Library Services. The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass.

Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Americans with Disabilities Act:

Alpine: SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine. Texas, 79832.

And don’t forget, SRSU offers personal counseling services for students, faculty and staff.

RGC Campuses: SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President

and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris’s office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or

sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."

ACADEMIC INTEGRITY: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person’s work as one’s own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Course Calendar (If modifications are made, an updated course calendar will be posted.)

Assignments and Grades

Assignments	Points
<p>Learning Goals: The purpose of this assignment is to give you an opportunity to activate your prior knowledge, apply it to your upcoming experiences in this course, and practice goal setting. A goal setting template is provided in your first module.</p> <p>A goal is a broad, clear statement of an outcome you plan to achieve during the session. An objective is a specific, clear and measurable statement that identifies the steps leading to the achievement of the goal. Ideally, if all the objectives are met, the goals automatically will have been attained. Credit for this task is not based on meeting your goal necessarily. Your ability to document and articulate your progress will be measured.</p> <ul style="list-style-type: none"> •The goal(s) should relate to the Reading Specialist Standards, Content Standards and PPR standards specific to this course. •After formulating the goal(s), develop two or more objectives for each goal. These objectives should be specific, clear, and measurable. 	<p>50</p>
<p>Fluency Quiz</p>	<p>50</p>

<p>Because of the strong relationship between fluency and reading comprehension, understanding the role fluency plays and learning specific strategies for helping your students develop fluency is vital. In several studies, the lack of reading fluency appears to be the issue that most impairs reading comprehension. Although considered a skill that should be developed in the early grades, not all students achieve this goal. The lack of reading fluency in secondary students affects their overall academic development. Read the three fluency development articles listed in the Required Articles section of this syllabus. Copies of the articles are in Module 1. Then complete the Fluency Quiz found in Module 1 by the due date.</p> <p>For this assignment, please follow this procedure:</p> <ol style="list-style-type: none"> 1) Read the three required fluency development articles. 2) Complete the Fluency Quiz. 	
<p>Discussion Board: Professional Conversations</p> <p>The purpose of the discussion board assignments is to assist you in developing professional literacy skill sets to advocate as a literacy leader. In your role as a Reading Specialist, literacy coach, or teacher, you will often share with your colleagues the theories and strategies you applied and used in your classroom with your own students as well as the new information you encounter during this program. Experience, as they say, is the best teacher. Our purpose is to learn the most effective ways of helping the students demonstrate an understanding of knowledge in the content area. Your response on the discussions board must be written using academic language and include insightful thinking. Peer reviews are a time to communicate to your classmates about the ideas they offer. This is NOT a time to merely admonish someone's efforts or simply agree with their stance. Thoughtful peer reviews extend thinking and offer valuable information to continue the conversation. All Discussion Board posts require the use of APA formatting to cite evidence to peers. (Hint: That means you are expected to include in-text citations in Discussion Board posts.)</p>	200
<p>Reading Reflections</p> <p>Each module will contain professional reading which will address deepening your understanding of disciplinary literacy. While some modules will focus on one primary text, others will contain several opportunities to explore professional resources. The challenge is to organize this new information in a way that you can reuse it in your current classroom or professional careers. After reading and reviewing the notes you have collected through each module, you will determine which concepts or topics speak to you. Craft a minimum of 2-page, double spaced, reflection that shares those concepts, why they are important to you, and how you might implement the new knowledge you have gained. Ground your reflection in text coverage and cite work accordingly.</p>	200
<p>Disciplinary Literacy Professional Development Plan/Presentation: Develop, create and present a professional development presentation to assist teachers with a better understanding and appreciate of disciplinary literacy. A rubric will be provided for assessment purposes.</p>	100
<p>Writing Across The Disciplines: After reviewing material regarding mentor texts and writing workshop, develop a lesson plan to assist a core content area teacher that addresses social studies, science, or mathematics.</p>	100
<p>Annotated Bibliography and Literature Review :</p> <p>Part 1: Using the information presented in the course related to secondary reading across the disciplines. Locate 10 peer reviewed research studies and articles. After reviewing, begin writing an annotated bibliography that highlights current research trends and findings regarding Standard 1. Use the example of the annotated</p>	100

bibliography provided in the module. This annotated bibliography will build upon the case study with each core Reading Specialist course throughout the program.	
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Part 2: Write a literature review focusing on a topic of interest on secondary literacy across the disciplines. A rubric will be provided.	
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Grading Scale:

A: 720-800

B: 615-719

C 570-614

D 510-569

F Below 509

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

Moore, D. W., Moore, S. A., Cunningham, P. M., & Cunningham, J. W. (2011). *Developing Readers and Writers in the Content Areas K-12* (6th ed.). Pearson.

Risko, V., & Walker-Dalhouse, D. (2012). *Be that teacher!: Breaking the cycle for struggling readers*. New York: Teachers College Press.

American Psychological Association (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC.

Miller, D. (2009). *The book whisperer Awakening the inner reader in every child*. San Francisco: Jossey-Bass.

Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse.