

Sul Ross State University

Content Area Reading for Graduate Studies

EDSR 7305

Course Syllabus Spring 2023

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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 communicate to all stakeholders using a variety of mediums to include academic writing, visually, and orally.
- **Critical Thinking:** Students will analyze various strands of discrete data to support planning and decisions.
- **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.
- Students will demonstrate public speaking skills to a variety of audiences.
- Students will demonstrate writing skills for lesson plans and other scholarly documents.
- Students will demonstrate organizational skills to effectively manage time and meet deadlines.

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 the 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, 1.39 s, 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 15-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.
- 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.
- Trelease, J. (2013). *The read-aloud handbook* (7th ed.). New York: Penguin.

Assignments and Grades

Assignments	Points
<p>Fluency Quiz</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. 	50
<p>Disciplinary Literacy Blog Review</p> <p>Understanding how to access and even network with other literacy professionals is necessary on your professional journey. Locate three literacy blogs specific to content or disciplinary literacy. Provide a review of each using the criteria shared in your module.</p>	50
<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 in better understanding disciplinary literacy.</p>	100