

Department of Education
ED 6313 Reading Across the Content Areas
Spring 2023 Syllabus

Instructor: Cynde Wadley, Ed.D.

Adjunct Faculty

Cell Phone: 325.829.4085

Email: cynthia.wadley@sulross.edu

Office Hours: Virtual Office Used for Hours

Tue 9-2 pm

Wed. 12-5 pm CST & by appointment 325-829-4085



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, 1.39s, 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.

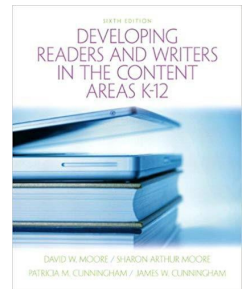
Course Format

This is an online course 16-week course. Online learning is a quite 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.

Materials

Required Text

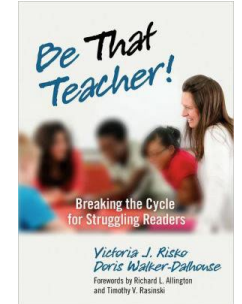
- Moore, D. W., Moore, S. A., Cunningham, P. M., & Cunningham, J. W. (2011). *Developing Readers and Writers in the Content Areas K-12* (6th ed.). Pearson. ISBN: 978-0137056378
- Risko, V., & Walker-Dalhouse, D. (2012). *Be that teacher!: Breaking the cycle for struggling readers*. New York: Teachers College Press. ISBN: 9780807753224
- American Psychological Association (2020). *Publication manual of the American psychological association* (7th ed.). Washington, DC.



Required Articles

Copies of these articles are located in the Module 1 Assignments.

- Paige, D. (2011). "That sounded good!" Using whole-class choral reading to improve fluency. *The Reading Teacher* 64(6), 435-438.
- Rasinski, T. (2012). Why reading fluency should be hot! *Reading Teacher*, 45(8), 516-522.
- Rasinski, T., Padak, N., McKeon, C. A., Wilfong, L. G., Friedauer, J. A., Heim, P. (2005). Is reading fluency a key for successful high school reading? *Journal of Adolescent & Adult Literacy* 49(1), 22-27.



Recommended Text

Students will need to refer to a style guide for matters of style and formatting. The standard in Educational Leadership and the 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.

- 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.

Required Software

This software is required ONLY for Texas Reading Specialists Candidates and Students Seeking Reading Specialist Certification in Texas. If you have not done so already, when you are within a semester month of completing your degree, purchase the Certify Teacher software to help you prepare for the TExES Reading Specialist 151 exam. (certifyteacher.com>Products>TExES Certification>Enter test number 151 in the Search window.) Purchase the Online version for \$55. Access the Certify Teacher site with your SRSU email address. When prompted about the six-hour requirement, click ACCEPT. Six hours is the minimum time required by TEA for TExES preparation.

DO NOT USE THE PRACTICE TEST MODE AT THIS TIME! Use only Study Mode and Flash Cards. During ED 6314 Diagnosis & Correction of Reading Disabilities you will be required to work in Study Mode and Flash Cards for no less than six hours (TEA **minimum** requirement). Once you complete six or more hours you will be required to take the Practice Test that is included in the software. You will have the test results sent to our Certification Coordinator. You may attempt the test only ONCE during ED 6314. If you achieve 260 points on the Practice Test, you will receive a recommendation from SRSU to take the Reading Specialist TExES 151 exam at the next opportunity. Upon achieving 240 on the TExES 151 you will have completed this step in the certification process. If you do not achieve 260 points on the Practice Test during ED 6314, you will have another opportunity to take it during ED 7312.

REMEMBER work only in Study Mode and Flashcards in order to assure that the scores you make on the Practice Test during your ED 7312 course will be valid.

Assignments and Grades

Type of Assignment	Points
<p>Professional Collaboration Board:</p> <p>The purpose of the professional collaboration board assignments is to assist you in developing digital literacy skill sets to advocate as a literacy leader. In your role as a Reading Specialist, literacy coach, or teacher, you will share with your colleagues the theories and strategies you applied and used in your classroom with your own students. 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 collaboration board must be written with academic language including insightful questions. Use APA formatting to cite your evidence to peers.</p> <ul style="list-style-type: none"> • Literacy Across the Disciplines • Dyslexia • Reflections of Classroom Readings • Reading Comprehension • Vocabulary 	<p>200</p>
<p>Connections/Goals: The purpose of this assignment is to give you an opportunity to activate your prior knowledge and apply it to your upcoming experiences in this course. Use the form in the Week 1 Folder (Connections, Expectations, etc.) for this assignment. See "Writing Goals & Objectives" in the Main Menu for a SMART mnemonic.</p> <p>A goal is a broad, clear statement of an outcome you plan to achieve during the semester. An objective is a specific, clear and measurable statement that identifies one step leading to the achievement of the goal. Ideally, if all the objectives are met, the goals automatically will have been attained.</p> <ul style="list-style-type: none"> • The goal(s) should relate to the Reading Specialist Standards and Competencies specific to this course. (See Texas Administrative Code on previous pages.) <p>After formulating the goal(s), develop two or more objectives for each goal. These objectives should be specific, clear, and measurable.</p>	<p>20</p>
<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 located 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>40</p>

<p>Mid-Semester Exam: The mid-semester exam will consist of 50 multiple-choice questions worth 2 points each. These questions will be selected from the questions posted on Blackboard under Mid-semester Exam Review Questions. You may practice these review questions as often as you choose prior to the mid-semester exam. A few questions from The Dyslexia Handbook, Chapters 1-3, will be also included (see Dyslexia Information in the main menu).</p> <p>The mid-semester exam will be available for four days. Mark your calendar. Once the exam closes it will not be reopened. You will only be allowed to log on to the mid- semester exam one time. Once you begin taking the exam, you must complete it. You will be allowed 35 minutes to answer the 35 questions.</p>	<p>100</p>
<p>Audit Module The purpose of this assignment is to give you an opportunity to draw some conclusions about the professional growth you have experienced during this eight-week period. Begin by re-reading in chronological order the reflections and responses you have written during the semester. Also, re-read the responses your classmates and I have made to your reflections. Try to step back and put some distance between yourself and what you have written. Imagine that these reflections and responses were written by a different you at a different time. Attempt to analyze and self-evaluate your ideas.</p> <p>As part of the Audit, revisit the goals and objectives you set for yourself at the beginning of the semester and describe your success toward attaining these goals and objectives. If a particular goal was not met to your satisfaction, explain the reason and describe steps you could take in the future to meet the goal. Address the following questions.</p> <ol style="list-style-type: none"> 1. What goals did I not meet? 2. How can I improve my depth of knowledge? Provide examples and evidence of this. 3. How can I apply my knowledge professionally? <p>Your audit should be approximately two pages, double-spaced.</p> <p style="text-align: center;">Before you begin writing your Audit, review the Audit Rubric that I will use as a grading tool to get an idea of what I consider important.</p>	<p>40</p>
<p>Struggling Readers Professional Development Plan/Presentation: Develop and create a professional development plan and presentation to assist teachers on how to improve their practice to meet the needs of struggling readers on your campus. Use digital storytelling as a professional development tool during the process for your presentation. A rubric will be provided.</p>	<p>100</p>
<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>	<p>50</p>

<p>E-Portfolio Review: Modules 3 and 9 Please see Portfolio Instructions in the Main Menu for step-by-step instructions for submitting your Portfolio. Portfolio requirements for this course are:</p> <p>1) Audit: (Instructor-selected course assignment--place this under the Standard it most reflects -- use the Portfolio Artifacts Form)</p> <p>2) Student-selected course assignment -- place this under the Standard it most reflects -- use the Portfolio Artifacts Form</p> <p>3)Case Study: Literature Review</p> <p>4). Personal Statement: -- Write an autobiographical statement in which you include your background relative to your choice of the education program in which you are enrolled. Include your short- and long-term plans for making use of the certification you are pursuing.</p> <p>5) Letters of Reference: Include letters of reference and/or the names and contact information for people who can provide you with letters of reference.</p> <p>6) Optional -- another student-selected artifact that reflects one of the Standards -- place this under the Standard it most reflects -- use the Portfolio Artifacts Form</p>	<p>50</p>
<p>Case Study:</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 bibliography provided in the module. This annotated bibliography will build upon the case study with each core Reading Specialist course throughout the program.</p> <p>Part 2: Write a literature review focusing on a topic of interest on secondary literacy across the disciplines. A rubric will be provided.</p>	<p>200</p>

The **grading policy** for this course is as follows:

A = 800-1000

B = 600-799

C = 400-599

F = 399 or less

Assignments and the schedule are subject to change, as necessary.

Blackboard and Online Access

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things.

Learning Environment & Grading Policy

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 get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late.
3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incompletes) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.) PLEASE NOTE THAT DISCUSSION BOARDS CANNOT BE COMPLETED AFTER THE END DATE; THEREFORE, MISSING A DB WILL RESULT IN YOUR FAILURE IN THE CLASS BECAUSE THERE ARE NO OPTIONAL ASSIGNMENTS.
8. Students who fail to participate in Discussion Board or complete any assignment may not pass this course

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as 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. 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. Directions for filing a student complaint are located in the student handbook.

Americans with Disabilities Act Statement: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact:

Mary Schwartz-Grisham, M.Ed., LPC

Counseling and Accessibility Services,

Ferguson Hall 112

Mailing Address: P. O. Box C-171; Alpine, TX 79832

Phone: (432) 837-8203

E-mail: mary.schwartz@sulross.edu

If you have an accessibility letter from the C. A. S it is your responsibility to ensure that the instructor has received a copy of it so your specific accommodations can be met.

And don't forget, we offer personal counseling services for students, faculty and staff.

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.
- Paige, D. (2011). "That sounded good!" Using whole-class choral reading to improve fluency. *The Reading Teacher* 64(6), 435-438.
- Rasinski, T. (2012). Why reading fluency should be hot! *Reading Teacher*, 45(8), 516-522.
- Rasinski, T., Padak, N., McKeon, C. A., Wilfong, L. G., Friedauer, J. A., Heim, P. (2005). Is reading fluency a key for successful high school reading? *Journal of Adolescent & Adult Literacy* 49(1), 22-27.
- 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.
- Scharlach, T. D. (2008). START comprehending: students and teachers actively reading text. *The Reading Teacher*, 62(1), 20-31.
- Munger, K. A. (2016). 5. Types of Literacy Assessment: Principles, Procedures, and Applications. *Steps to Success: Crossing the Bridge Between Literacy Research and Practice*.
- Lupo, S. M., Berry, A., Thacker, E., Sawyer, A., & Merritt, J. (2020). Rethinking Text Sets to Support Knowledge Building and Interdisciplinary Learning. *The Reading Teacher*, 73(4), 513-524.
- The dyslexia handbook: Procedures concerning dyslexia and related disorders. (2018). Austin, TX: Texas Education Agency.
- Magnusson, C. G., Roe, A., & Blikstad-Balas, M. (2019). To what extent and how are reading comprehension strategies part of language arts instruction? A study of lower secondary classrooms. *Reading Research Quarterly*, 54(2), 187-212.