

# EDRD 6319

## 793, Fall, 2020

### Syllabus



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This course is a Web Course and is conducted within Canvas <http://utpb.instructure.com>

**NOTE:** The due dates and times for the activities will adhere to the Central Time Zone.

### Course Description

#### EDRD 6319: Content Area Literacy

Course Catalog Description: This course offers participants the opportunity to identify and discuss important problems, trends, and issues related to content area literacy in the diverse classroom. Students explore content area literacy, methodology, study the reading and writing process, become familiar with available resources in content area literacy, and discover the connection between learning and teaching content area literacy. There is a field tutorial component.

#### Measurable Learning Outcomes:

By the end of this course, you will be able to:

1. Demonstrate knowledge and skill in the evaluation, use and selection of materials, methods, and media utilized in the teaching of content area literacy.
2. Identify principles of effective literacy instruction.
3. Demonstrate knowledge and skill about innovative uses of technology.
4. Identify expository text structures and know how to help students use them to effectively and efficiently learn from any text.
5. Use note-taking effectively to reinforce learning.
6. Understand comprehension as a process and know more than one way to assist learners in understanding the author's intent.
7. Use graphic organizers.
8. Assist learners in developing vocabulary and concept knowledge.
9. Participate in lessons in the writing process in preparation of presentations.

This course addresses TEA Reading Specialist Standards I, II, III, IV

This course addresses the following ILA Reading Specialist Standards: 1.1-1.2, 2.2, 2.4, 3.1, 4.1, 4.3, 5.3, 6.1, 7.1

Prerequisites:

Admission to graduate studies or post-baccalaureate status.

## Materials

Required Materials:

Gillis, V., Boggs, G., & Alvermann, D. (2017). *Content area reading and literacy: Succeeding in today's diverse classrooms*, 8th ed. Boston: Pearson. ISBN 9780134256450.

Burns, M. (2017). *Tasks before apps: Designing rigorous learning in a tech-rich classroom*. Alexandria, VA: ASCD. ISBN 9781416624660.

## Important Academic Dates

UTPB [Academic Calendar](#)

## Course Overview

### Brief Description of Assignments

**Content Literacy Technology Activity** (objectives 1, 2, 4, 6) (TEA II) (ILA 5.3) (worth 20 points)

You will design and present one content literacy activity that incorporates technology. This activity should be relevant to the specific grade level you teach or plan to teach. You will create a presentation explaining the purpose of the activity, technology needed, and steps in the lesson.

\***Critical Literacy Project** (objectives 1, 2, 3, 5, 9) (TEA II, IV) (ILA 2.2, 2.4, 4.1, 4.3) (worth 60 points)

**This is a CAEP assignment and as such you should keep a copy for yourself..**

**Part A.** You will design a project to help your students understand critical literacy and social justice. The project should include a culminating activity that could result in social change. There are suggestions of such projects in your texts for this course. You are welcome to search the internet for ideas, but the project itself must be your original work. Use the internet as a research resource as you would in writing any research paper. We will brainstorm an ongoing list of critical literacy/social justice ideas for this project.

**Part B.** As part of this assignment, you are expected to present the content literacy project in a professional setting such as a faculty meeting or a grade level meeting, to parents or a community group, to administrators, or other professional settings suitable to professional development for reading specialists.

***Reading students, document this on your field log, time is max 4 hours.***

**Field Packet** (objectives 1, 2, 6, 7, 8, 9) (TEA I, II, III, IV) (ILA 7.1) (worth 30 points)

You will complete a field packet that reflects the 12 contact hours that you have with your student(s) over the semester. You may choose to work one-on-one or in small groups in your classroom, but this must not interfere with your regular classroom schedule or curriculum. You may also choose to conduct tutorials either before or after school hours or on the weekends. Remember: **You must secure permission from parents to work with children outside your regular teaching assignment.** Sessions can occur 2-3 times during the week but they should be limited to 45 minutes for elementary children and no longer than one hour for older children. Tutorials can support the classroom teacher's goals and should include at least 5 of the strategies you have learned in this course. Remember, it is better to include repetition of strategies so that the student can internalize the lesson. Three hours of observation credit is awarded for setting up the tutorials, securing parental consent, and overall managerial planning of the tutorials. If you do not have a classroom setting, one will need to be arranged.

**Discussion Board** (objectives 1, 2, 4, 5, 6, 7, 9) (TEA I, II, III, IV) (ILA 1.1, 1.2, 3.1 ) (worth 35 points)

You will be writing questions for textbook chapters which we will use to initiate class discussion. In addition, you will be responding to instructor's and classmates' questions in the discussion forum.

**Journal** (objective 5) (TEA I, II, III, IV) (ILA 1.1, 1.2, 3.1) (worth 35 points)

You will keep a journal of chapter notes. For each chapter, write about three key understandings (include a minimum of 3 sentences each) and a one-paragraph reaction to the chapter. In your reactions, consider how you will apply this information to teaching or preparing to teach students.

**Critical Literacy Annotated Bibliography** (objectives 1, 2, 3, 4) (TEA II & IV) (ILA 6.1) (worth 20 points)

Choose a minimum of ten peer-reviewed articles that address any issue of critical literacy or social justice as it related to the teaching of literacy. Read the articles, and create an annotated bibliography following APA format. You will be sharing your annotations with classmates.

## Grading:

<b>Course Activity</b>	<b>Points</b>	<b>Percentage of Total Grade</b>
Content Literacy Technology Activity	20	
Critical Literacy Project	60	
Field Packet	30	
Critical Literacy Annotated Bibliography	20	
Discussion Board	35	
Journal (7@5 points each)	35	
<b>Total</b>	<b>200</b>	

## Grading Scale:

<b>Grade Range</b>	<b>Letter Grade</b>
93% and above; 186-200 points	A
85% to 92%; 170-185 points	B
75% to 84%; 150-169 points	C
Less than 75%; less than 150 points	F

*\*Unless otherwise stated, all materials, activities, and assessments are required and are not optional.*

## Communication, Grading & Feedback:

I can be contacted via the email listed on this syllabus, via Canvas Inbox, and by phone. I try to respond to messages within 24-48 hours and more quickly when possible; however, response time on weekends or holidays may be longer. Assignments will typically be graded between 5-8 business days and in most cases, will include general or specific feedback. Grades can be checked in Canvas.

In case of an emergency when you cannot reach me, please call the UT Permian Basin College of Education at 432-552-2120.

## Time Management:

A student should expect to spend three hours on preparation and learning assignments for every semester credit hour. If a class is a 3-semester credit hour class, it is expected that a student should spend about 9 hours out of class on assignments in addition to 3 hours of in-class time for a total of about 12 hours per week to obtain an "A" in a class. It is important to develop a Time Management Plan to be successful.

## Policies

### Discussion Board:

The Discussion Board is primarily for discussing course related topics and issues.

Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly.
- Reply to minimum of two other student posts.
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- Follow **Rules of Behavior (below)**.

### Rules of Behavior:

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in gender, race, or ethnicity.
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

### Make-Up/Late Submission Policy:

All course activities must be submitted before or on set due dates and times. Points will be deducted for any assignment turned in late. If the student is unable to abide by the due dates and times, it is their responsibility to contact the instructor immediately.

### Academic Dishonesty/Plagiarism/Cheating:

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook:Scholastic Dishonesty](#).

**Academic dishonesty** includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

**Plagiarism** includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

### Attendance and Class Participation:

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned and to notify the instructor when emergencies arise.

### Tracking:

Learning management systems have tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

### Absenteeism:

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of an emergency medical situation.

### Course Incomplete/Withdrawal/Grade Appeal:

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given and will only be considered if the student has met **all** of the following conditions:

- Completed 75% or more of the coursework,
- Earned (at the time of the Incomplete request) a B or better average on all coursework,
- Submitted a valid, documented excuse for not being able to complete the course on time, and
- Has contacted the instructor prior to the last day of regular classes (full semester/face-to-face students) or one week prior to the last week of classes (online/8 week session).

Students must submit a written (electronic) petition for an extension and sign a contract that lists the remaining coursework to be completed and due dates. If the assignments and activities identified in the petition are not completed by the agreed upon due date, the student's grade will revert to a "F" two semesters after the original "I" grade was submitted.

Students are advised to review the University policy on Satisfactory Academic Progress and Financial Aid Probation that may result from course withdrawals or incompletes.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

### Accommodation for Students with Disabilities:

**Students with Disabilities:** The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

**ADA Officer for Students:** Mr. Paul Leverington  
**Address:** Mesa Building 4243/4901 E. University, Odessa, Texas 79762  
**Voice Telephone:** 432-552-4696  
**Email:** [ada@utpb.edu](mailto:ada@utpb.edu)

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#)

## **Computer Skills, Technical & Software Requirements**

This course is designed as a web-based class, which necessitates specific computer expertise on the part of the student, specific computer equipment or programs, and a commitment on the part of the student beyond that of most other courses. Students will need to create word processing documents, save files, and submit files.

Students can use the cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

### Computer Technical Requirements:

See [Technical Requirements](#).

### Online Student Authentication:

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student

identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies the second method of student authentication by: presentation of approved photo ID\* through a webcam.

\*Approved up to date photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD.

## **Preparation for Emergencies**

### **Computer Crash:**

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

### **Complete Loss of Contact:**

If you lose contact with course connectivity completely (i.e. you cannot contact the instructor via Canvas or email), you need to call the instructor, and leave message regarding connectivity loss and contact information.

### **Lost/Corrupt/Missing Files:**

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

## **End-of-Course Evaluation & Instructor Evaluation**

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

## Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	<a href="#">Testing Services &amp; Academic Accommodations Department</a> (432) 552-4696
Advising	(432) 552-2661 <a href="#">UTPB Academic Advising Center</a>
Bookstore	<a href="#">UTPB Campus Bookstore</a> (432) 552-0220
Email, Outlook 365, my.utpb.edu	<a href="#">Information Resources Division</a> (IRD)
Financial Aid and Scholarship	<a href="#">UTPB Financial Aid</a> (432) 552-2620
Library	The <a href="#">J. Conrad Dunagan Library</a> Online at (432) 552-2370
Registrar	<a href="#">UTPB Registrar</a> (432) 552-2635
Student Services	<a href="#">Dean of Students</a> (432) 552-2600
Technical Support	<a href="#">Canvas</a> 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: <a href="#">Smarthinking Online Tutoring</a> (provides tutoring services), <a href="#">SmarterMeasure</a> (measures learner readiness for online course).

### Disclaimer & Rights:

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

## Copyright Statement:

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

## Schedule

The instructor reserves the right to adjust assignment due dates to meet the needs of the class. Students may work ahead on assignments but they may not be graded ahead of time. Assignments are to be submitted electronically to the submission link located in the appropriate week. Make sure that each assignment has your last name and first initial in the file name and is also stated in the header of your document. For example, (landreth\_s\_lesson\_1) on the file and Shelly Landreth in the header.

**Note: All assignments are due on Sunday by midnight. NOTE: The due dates and times for the activities will adhere to the Central Time Zone.**

Date	Readings Due	Assignments Due
<b>Week 1:</b> 10/19-10/25	**CARL = Content Area Reading & Literacy  **TBA = Tasks Before Apps  CARL Ch. 1 <i>Content Literacy and the Reading Process</i>  TBA Ch. 1 <i>Thoughtful Task Development</i>	Familiarize yourself with the syllabus. Complete the required online student authentication. <b>Discussion Board:</b> Complete the introductory discussion assignment. Post one discussion question for the assigned readings. Respond to at least 2 other students. <b>Journal:</b> Complete the journal entries for the assigned chapters. <b>Annotated Bibliography:</b> Familiarize yourself with the assignment and begin collecting and reading articles.
<b>Week 2:</b> 10/26-11/1	CARL Ch. 3 <i>Planning for Content Literacy</i> CARL Ch. 4 <i>Assessment of Students and Textbooks</i> CARL Ch. 5 <i>Preparing to Read</i> TBA Ch. 2 <i>Creation: Demonstrating Understanding Every Day</i>	<b>Discussion Board:</b> Post draft of Critical Literacy Annotated Bibliography. Provide feedback to at least 2 classmates on their Annotated Bib. Post one discussion question for the assigned readings. Respond to at least 2 other students. <b>Journal:</b> Complete the journal entries for the assigned chapters.

<p><b>Week 3:</b> 11/2-11/8</p>	<p>CARL Ch. 2 <i>Creating Effective Learning Environments</i> TBA Ch. 3 <i>Curiosity: Promoting Lifelong Learning in the Classroom</i> Readings on Dyslexia</p>	<p><b>Discussion Board:</b> Post one discussion question for the assigned readings. Respond to at least 2 other students. <b>Journal:</b> Complete the journal entries for the assigned chapters. <b>Annotated Bibliography:</b> Submit final bibliography. <b>Content Literacy Technology Activity:</b> Familiarize yourself with the assignment and begin planning.</p>
<p><b>Week 4:</b> 11/9-11/15</p>	<p>CARL Ch. 6 <i>Reading to Learn</i> CARL Ch. 7 <i>Increasing Vocabulary and Conceptual Growth</i> CARL Ch. 8 <i>Reflecting on Reading and Learning</i></p>	<p><b>Discussion Board:</b> Post one discussion question for the assigned readings. Respond to at least 2 other students. Post draft of Powerpoint describing Content Literacy Technology Activity. <b>Journal:</b> Complete the journal entries for the assigned chapters.</p>
<p><b>Week 5:</b> 11/16-11/22</p>	<p>CARL Ch. 9 <i>Teaching Writing</i> TBA Ch. 4 <i>Collaboration: Working Together with Digital Tools</i></p>	<p><b>Discussion Board:</b> Post one discussion question for the assigned readings. Respond to at least 2 other students. Post topic ideas for critical literacy project and respond to at least two of your classmates' posts. Submit final Content Literacy Technology Activity <b>Critical Literacy Project:</b> Familiarize yourself with the project guidelines and begin generating ideas. <b>Journal:</b> Complete the journal entries for the assigned chapters.</p>
<p><b>Week 6:</b> 11/23-11/29</p> <p>Happy Thanksgiving!</p>	<p>CARL Ch. 10 <i>Writing to Learn</i> TBA Ch. 5 <i>Moving Forward with Purpose</i></p>	<p><b>Discussion Board:</b> Post one discussion question for the assigned readings. Respond to at least 2 other students. Post first draft of Critical Literacy Project. Provide feedback to at least two of your classmates' posts. <b>Journal:</b> Complete the journal entries for the assigned chapters.</p>
<p><b>Week 7:</b> 11/30-12/6</p>	<p>CARL Ch. 11 <i>Writing to Inquire</i> CARL Ch. 12 <i>Developing Lifetime Readers: Literature in Content Area Classes</i></p>	<p><b>Discussion Board:</b> Post one discussion question for the assigned readings. Respond to at least 2 other students. <b>Journal:</b> Complete the journal entries for the assigned chapters. Submit final Critical Literacy Project (Parts A &amp; B).</p>
<p><b>Week 8:</b> 12/7-12/10</p>	<p><b>Please note that the semester ends on Thursday, 12/10.</b></p>	<p><b>Please note that the semester ends on Thursday, 12/10.</b> Submit Field Packet</p>