# Spring 2025
### Term dates: January 13 – May 2

# School of Education
# The University of Texas at Tyler

### *Syllabus EDFB4338.060*
### *Literacy in the Content Areas (Grades 5-12)*
### **(20763) 3 Credits**
### **Online**

### Last day to withdraw from course: March 31, 2025

## *A. Instructor Information*

| | |
|---|---|
| Name: | Amy Whittington, MEd-Reading, Reading Specialist Certification |
| Email: | awhittington@uttyler.edu  (**best way to reach me)** |
| Phone: | 210-363-5690 (cell – text and voice) |
| Office Hours: | By appointment or Wednesdays & Thursdays from 4:00-5:30 p.m. by appointment. In our asynchronous class, all meetings must be arranged through me individually. Email me to arrange our meeting and I will send you a Zoom link or time to call or FaceTime that works for us both. I can be flexible with days and times to help you. |

## B. Course Description

Focus on content literacy at the middle and secondary levels, includes particular emphasis on teaching and learning strategies that develop and refine students' literacy skills. Prerequisites: Admission to the School of Education.

## C. Knowledge Base(s)

This undergraduate course builds upon the knowledge base and experiences gained in prior undergraduate coursework, field, and actual classroom experiences that address language and literacy issues. The course addresses disciplinary literacy and how, as teachers, we communicate the literacy practices of our disciplines effectively and in ways that build bridges for students to grasp, understand and apply concepts. Both disciplinary literacy and strategy awareness in reading and writing will be emphasized leading to enabling an upper-elementary, middle and/or high school teacher to better develop an effective program of instruction for all students.

| \# SLO | Student Learning Outcome (SLO): The student will… | Assessment | Standards |
|---|---|---|---|
| | | | *Texas Educator Standards (TES) *InTASC *TEKS Ch 110 *ISTE *ELPS *TxCCRS Cross-Disciplinary |
| 1 | Explain the rationale for teaching disciplinary literacy skills, including the premise that reading is a constructive process based on the interactions of a reader's prior knowledge, the text, and the context of the reading situation | Weekly Learning Journal Practice Journal Text Set Strategies Redesign | *TES 1Ai; 1Aiii; 2Bi; 6A1; 6Aii *InTASC 1d; 1e; 2m; 2n; 2o; 4l; 5a; 7h; 8j *TEKS 1A; 1B *ISTE 1a *ELPS 4H; 5B; 5C *TxCCRS IA1; IB1; IB2; IF3 |
| 2 | Design and plan disciplinary literacy-infused lessons which include instructional strategies, methods, and materials that *stimulate interest, increase motivation, tap prior knowledge, activate engagement of students as they speak, read, and write across modes *promote optimum reflection and synthesis after they speak, read and write across modes. | Strategies Redesign Text Set Social Media PD Practice Journal Weekly Learning Journal | *TES 1Bi; 1Bii; 1Biii; 3Bii; 3Biii; 3Ci; 3Cii *InTASC 1g; 3b; 3f; 4a; 4b; 5b; 6b; 7b; 10a *TEKS 1A; 1B; 1C; 1D; 2A; 9A-D; 10A-B; 12A-C *ISTE 1b; 1c; 2c; 3a *ELPS 4D; 4E; 4F *TxCCRS IC2; IC3 |
| 3 | Gain knowledge and experience in integrating technology as a way of enhancing literacy and disciplinary learning for all students | Strategies Redesign Social Media PD Tool Talk | *TES 4Aiii; 6Cii *InTASC 1c; 3m; 4g; 9b; 9c; 9d; 10f; 10g *TEKS 1E *ISTE 1b; 4a; 4c; 7a *ELPS 4D; 5C; 5D; 5E *TxCCRS IIE1; IIE2; IIE3 |
| 4 | Differentiate instruction for diverse student populations in the disciplinary area | Strategies Redesign Text Set Social Media PD Practice Journal Weekly Learning Journal | *InTASC 1a; 1i; 2c; 2d; 2e; 3f; 5j; 5n *TEKS 1A-E; 2A; 9A-D *ISTE 2b; 2c; 3a; 3b; 7b *ELPS 4D; 4E; 4F; 4G; 4I *TxCCRS ID1; ID2; IE1; IE2 |

**Standards may be viewed here:** http://www.uttyler.edu/education/studentresources.php

## COURSE EVALUATION

E. Course Projects, Evaluation and Grading: The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

Tasks, and Points/Percentages (T=100 points=100%)

   a. *Bolded and underlined numerals are what add up to 100 points*
   b. ***Course grade is calculated on total percentage (%) of overall grade** (not points)*
   c. *Grades available to you through Canvas online grade center*

   - Participation in Discussions & Class Activities 10 points
        (e.g. online discussions, Tool Talk, demonstrations)
   - Weekly Learning Journal 25 points, total
   - Strategies Re-Design 15 points
   - Social Media for Professional Development 15 points
   - Disciplinary Practice Journal 10 points total
   - Text Set 20 points
   - Final Exam 5 points

| Performance standards | | | |
|---|---|---|---|
| **Points** | **Percent** | **Grade** | **Standard** |
| 90-100 | 90%+ | A | Outstanding |
| 80-89 | 80%+ | B | Good |
| 70-79 | 70%+ | C | Fair |
| 60-69 | 60%+ | D | Poor |
| 00-59 | 59% or below = "F" | F | Unacceptable |

## TEXTS

**Lectures:** All lectures will be recorded and available through Canvas. Videos are designated as "content lectures" or "assignment lectures" within each module. Instructional assignment lectures are companion support pieces to the written assignment instructions. They are intended to provide a different communication mode for students to engage with course assignment descriptions and available when questions arise for students from an initial review of the written instructions. Content lectures are required student viewing within Canvas modules each week.

**Two Required Textbooks:**

1. **Wolsey, T. D., & Lapp, D. (2024).** *Literacy in the Disciplines: A Teacher's Guide for Grades 5-12* **(2nd ed.). Guilford.** ISBN: 978-1-4625-5530-7

    *This Wolsey & Lapp text is also available through the UT-Tyler Library online at* https://ebookcentral.proquest.com/lib/uttyler/detail.action?docID=31471405.
    If you do not wish to purchase this text, please access it at the link above. If you have any issues with access, please contact your Librarian, Vandy Dubre, at vdubre@uttyler.edu

    **OR**, the first edition

    **Wolsey, T., & Lapp, D. (2017).** *Literacy in the disciplines: A teacher's guide for grades 5-12.* **New York: Guilford.** ISBN: 978-1-4625-2792-2

    *This Wolsey & Lapp text is also available through the UT-Tyler Library online at* https://ebookcentral.proquest.com/lib/uttyler/detail.action?docID=4659182.
    If you do not wish to purchase this text, please access it at the link above. If you have any issues with access, please contact your Librarian, Vandy Dubre, at vdubre@uttyler.edu

    Both editions contain the central chapter information referenced and used in this course for this semester. The new, second edition published in July 2024 contains revised and expanded content including the following new sections that you will not be responsible for within our coursework assignments, but can prove very enlightening to you:
    - Chapter on assessment.
    - Chapter on disciplinary literacies beyond school—in civic, professional, and personal life.
    - Expanded coverage of math, more attention to evidence and sources used in different disciplines, new and updated expert interviews, and advice on how both teachers and students can use AI tools productively.
    - Anticipation guides that invite reflection on key questions before, during, and after reading most chapters.
    - 21 reproducible forms available for download (I will be able to provide examples to you as students enrolled in this course)

2. **Fisher, D., Brozo, W. G., Frey, N., & Ivey, G. (2015).** *50 Instructional routines to develop content literacy* **(3rd ed.). New York, NY: Pearson.** ISBN-10: 0133347966  ISBN-13: 978-0133347968

    **Note:** A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

    **UT-Tyler Bookstore link: https://www.bkstr.com/uttylerstore/home**

**Materials used in the course provided at no cost to you:**

Available online: Texas Essential Knowledge and Skills (TEKS): https://tea.texas.gov/curriculum/teks/

Articles/chapters from various professional journals.

| Professional journals include (but not limited to) the following: | |
|---|---|
| Journal of Adolescent & Adult Literacy | Science Scope |
| The Reading Teacher | The Science Teacher |
| Reading & Writing Quarterly | Journal of Science Teacher Education |
| Intervention in School and Clinic | Journal of American History |
| Reading Improvement | OAH Magazine of History |
| Mathematics Teacher | Educational Leadership |
| Mathematics Teaching in the Middle School | Library Media Connection |
| Middle School Journal | |

## Highly Recommended (not required) PROFESSIONAL ORGANIZATION MEMBERSHIP

A student membership ($20-$40 depending on your discipline) in your content area's national professional organization. A membership in your discipline's national organization will give you access to your Specialized Professional Associations (SPA) guidelines, policy statements, standards, position statements, lesson plans, journals, invitations to professional engagement, and much more.

> National Science Teachers Association (NSTA) http://www.nsta.org/
> National Council of Teachers of Mathematics (NCTM) http://www.nctm.org/membership/ National
> Council of Teachers of English (NCTE) https://secure.ncte.org/store/individual- membership
> National Council of Teachers of Social Studies (NCTSS) http://www.socialstudies.org/membership
> National Association for Sport and Physical Education  https://www.shapeamerica.org
> National Association for Music Educators  http://www.nafme.org
> National Association for Art Educators  http://www.arteducators.org
> And….International Literacy Association (ILA)  http://www.reading.org/
> is very teacher friendly – at all levels and through all content areas.

SOME ADDITIONAL READINGS  AND RESOURCES

American Association for School Librarians – Best Websites for Teaching and Learning. http://www.ala.org/aasl/guidelinesandstandards/bestlist/bestwebsitestop25
Edutopia: What Works in Education. The George Lucas Foundation http://www.edutopia.org/
STEM – Edutopia http://www.edutopia.org/groups/stem-education
Top Ranked Websites for Teachers: http://websites4teachers.com/
Access ERIC. http://www.eric.ed.gov (ERIC is a non-peer-reviewed, free database of educational research)

CITATION HELP

Correct attribution of work that someone else did is expected of an educated person. In this class, as educators, you will adhere to the accepted "style" called APA – for the American Psychological Association. See Citation Help –
The OWL at Purdue: The Online Writing Lab at Purdue University AKA The OWL at Purdue is a powerhouse of free, accessible, understandable, correct, and relevant resources for you; use it! Here at UTT we have many citation resources available to you.
> The OWL at Purdue http://owl.english.purdue.edu/owl/section/2/10/
> Style and Citation Guides available through UT-Tyler http://libguides.uttyler.edu/citations

**COURSE REQUIREMENTS**

**AND if you are not sure what to do….**

I will explain assignments in recordings and live online Zoom sessions or calls; I will distribute detailed w r i t t e n instructions for each assignment. In many cases, I will provide you with examples of completed assignments. If an assignment is unclear, confusing, or in any way frustrating -- or you have questions after reading the written assignment AND viewing the assignment video lecture -- discuss the problem with me. I welcome clarifying questions: you do the whole classroom community a service by raising them. Often, I will share the answers to such questions with the classroom community – without attributing a student name to the question. However, not all questions can be resolved in this way. Please note that I have **office hours time** set aside for just such occasions. We can make an appointment for a mutually convenient time.

**SOCIAL MEDIA FOR PROFESSIONAL DEVELOPMENT– EXPANDING YOUR WORLDS (15 points 15/15=100%)**

Over several weeks, we will look beyond UT-Tyler and our field-placement schools for professional affiliation, inspiration, and support. This is an assignment intended to acquaint you with worthwhile and valid sources for your own continued professional development throughout your career through the use of freely available online sources. You will have options that you can combine in ways you prefer. You will view a combination of educational TED Talks, follow blogs of educators, listen to podcasts of educators who can light up your teaching life and more. Four logs and reflections due at the end of the semester.

**DISCIPLINARY PRACTICE JOURNAL (10 points 10/10=100%)** **Specific instructions and schedule to follow.**

You will keep a paper "practice journal" notebook (non-spiral) making at least six entries that are reflective of your own specific goals & learnings in your discipline. In this way, you will consciously connect with the literacies of your own discipline and of your own learning processes. The practice journal is an authentic way to experience for yourself, and potentially, for your future students "writing to learn" and metacognitive awareness within your own field. It will look different for different disciplines.

**ONLINE ACTIVITIES (10 points 10/10=100%)**

Examples might include quizzes, discussions in various formats, various writing assignments (e.g. quick writes, etc.), demonstrations and more.
**Grading**: Grading will vary from week to week and from one activity to another.

**Etiquette for Discussions:**

**Face to Face:** A pedagogical stance that values dialogue will propel a teacher (you) to find meaningful ways to incorporate talk into his/her class. By *talk*, I mean open-ended connections, queries, and extensions—not fill-in-the-blank, right/wrong kinds of responses. By *dialogic*, I mean that a discussion is not one that the teacher strictly controls. Instead, the teacher initiates and guides a topic; responses should be from and between students (two to four interchanges between students before moving on). It is this *student voice* factor that is critical. To this end, we will hold discussions in various formats. You will be required to be prepared to engage in an informed, interesting, and expansive discussion by bringing in talking points participate fully in this construction of meaning.

**Online**: In general, it is imperative that any online discussion maintain a polite and collegial tone. Moreover, it is important that each person expresses themselves fully and with supporting detail. Each post should be between 150 and 250 words of well-developed and coherent connection to and thinking about a given topic. In your replies to other students, we should strive to maintain a positive and appreciative tone.

What if I don't agree? If you do not agree with someone – then own it (by using "I"-statements) – rather than saying, "that's ridiculous!" try something more like, "I appreciate that you were in a very challenging situation". Or, "Could you say a little more about how part "a" connects to part "b"?", or, "That's an interesting perspective. In my experience, I saw it a little differently" (then, explain). As

professional educators, being able to disagree and maintain a positive relationship is a valuable skill.

## WEEKLY LEARNING JOURNAL: (25 points 25/25=100%) Specific directions and resources to follow.

Structured responses to chapters, videos, and state-mandated topics. These assignments are intended for you to work in an academically thoughtful way to apply our readings and viewings to your own synthesis development as a future educator.

## STRATEGIES RE-DESIGN (15 points 15/15 = 100%) Specific directions and resources to follow.

Each week, read all five of the very short strategy "chapters" in Fisher et al. assigned for that week. You will read 50 strategies in total throughout our course. Of those, you will select ten and revise heavily to create your own adaptation of each literacy strategy for teaching the literacies of your own discipline in grades 5-12. This will allow you to begin to build your own individual "library" of routines and strategies for use in your discipline for your future students.

| Need at least 10 | Need 3 of each | Need at least 1 of each |
|---|---|---|
| | Is this strategy for use… | What area does the strategy address? |
| Strategy name from book that you have chosen to ReDesign: | Before Reading During Reading, or After Reading? | (1)Talk –(2)Reading— (3)Writing/Notetaking— (4)Vocabulary/Word Work— (5) Other |

## TEXT SET (20 points 20/20=100%) Specific directions and resources to follow.

The culminating artifact of your participation in this course, is the Text Set: In order to *help* adolescent students to develop areas of interest/motivation/engagement in your discipline (e.g. *care* about what they are being taught), you will assemble a "Text Set" that you could use in your classroom. This will be a 20+ page document that is a complete "kit" of readings and activities.

**Around a theme or topic you will**

➢ select several short, high interest, reader-friendly, authentic texts/excerpts and develop an in-class engagement using your Text Set. The texts you select should be **highly interesting to students in the age range described in our course's title: grades 5-12.**

➢ Include specific literacy strategies that you discover through the course's lectures, activities, readings, and videos.

## FINAL (5 points). Specific directions and resources will be given toward the end of the semester.

## COURSE POLICIES
**(Note that these policies are campus-wide and refer to both courses held on-campus and online (as ours is).)**
**Everything *Canvas*: http://www.uttyler.edu/canvas/**

**DEVICES IN CLASS:** Out of respect for your fellow students, your professor, and the educational process, all technology devices (i.e. cell/smart phones, lap tops, iPads, etc.) must be powered down and put away unless otherwise indicated by the professor. Cell phones may be left on vibrate for emergency notification purposes only. Students will be allowed to use the electronic devices during designated technology breaks. Texting or other cell phone use during class time may result in a reduction of your participation points.

**TECHNOLOGY: Internet; email; Canvas**
Technology will serve as a tool for communication. Important announcements and readings will be posted on Canvas. UT-Tyler email and emails generated through Canvas will be utilized as a communication tool, as well. This course uses a hybrid format with both face-to-face meetings and other classes held entirely online – it is up to you to have reliable and continuous access to high speed internet. This class is formatted for computer use – that is, laptop or desktop.

- **It is expected that you will check your UT-Tyler email daily**, and Canvas regularly for information and announcements.
- **It is expected that everyone will have and use his/her email account associated with UT-Tyler and keep their information current with the university.**
- It is your responsibility to find and maintain a stable internet connection. I suggest you locate two or three back up Wi-Fi friendly sites (e.g. Starbucks; your local public library; a friend or family member's home) in the event that your home internet service fails.

**Technology Troubles?**
Start here: http://www.uttyler.edu/canvas/

For any difficulties associated with technology, you may contact **IT Support** on their 24/7 student webpage,
http://www.uttyler.edu/it/support/student-support.php
Or by phone, 800-UT TYLER or 903-565-5555 or, by email itsupport@uttyler.edu

**Computer Literacy Requirement**

**You are expected to use word processing** for all assignments (unless otherwise instructed); that is, a document submitted in Plain Text is not acceptable. Times New Roman in MS Word is acceptable. All assignments (unless instructed otherwise) must be typed, doubled-spaced and formatted in APA style. If you do not have Microsoft Word on your computer (or device), UT-Tyler's IT department sells DEEPLY DISCOUNTED software packages for students: http://www.uttyler.edu/ccs/purchases.php

**PDF is the most stable** of the formatting options; however, MS Word will work for uploading assignments.

**When you post something to a Discussion Forum**, copy and paste your text into or write directly in the message pane; do not attach a document unless the assignment specifically instructs you to do so. **Do not require your documents to be opened to read your post or your response unless specifically instructed to do so. This will result in lost points. If you have questions about this, please ask.**

**Internet research:** Throughout this course, you will be expected to use the Internet as a source of research, as well as that of library sources. Online discussions (Discussion, wikis), as well as Power Point (Prezi; Keynote; Google) presentations may also be a feature of this class.

**UT-Tyler Online Library:** As a student at The University of Texas at Tyler, you are paying for and have access to a robust and networked university library and professional librarians whose job it is to help you. ***You are expected to use the library, and to ask for help when you need it.*** http://library.uttyler.edu  This link is the homepage of the UTT library, visit it and note the CHAT feature. This can be a lifesaver!!!!  Check out this help page, too: http://library.uttyler.edu/help

**Clear identification of work: Name, Date, Topic**
**All** work must be neat, paginated, and properly identified with your name and page number on subsequent pages. All files and posts must be labeled logically and informatively (e.g. Whittington_Text Set). At the top of your submitted work, you must have your first and last name, name of assignment, date due, date completed (if applicable). Work without headings as described above are eligible for a grade reduction. If you have questions, please ask.

**Plan for Printing and Scanning**
You may discover that you need to work both on- and off-line. Some readings and some writing tasks are simply better learning experiences done using paper and pencil. To that end, it is important that you establish immediately **regular and reliable access to printing and scanning services** whether you own your own printer, or, that you locate two or three printers on campus and understand how they work, how to pay for copies, etc. Or, you may need to find out where the nearest copy shop is to you and set aside money for that.  Access to a scanner or the use of your scanning feature on your phone can be a lifesaver – as some assignments may require you to hand draw or write, and to scan in those documents as a required part of the assignment as a whole.

**Neatness and professionalism in submitted work:**

**Bits and pieces of assignments will not be accepted as submissions.  It is up to you to compile your projects and submit each as a single and continuous .pdf or, as necessary, a Word document as previously described.** To do this you may have to

1) format each individual page; 2) print it out; and/or 3) scan it in to make a single pdf out of the whole document. This is where access to a print shop, like Staples or Office Max can be a life-saver. For example, when you submit an article for your Text Set, be sure to format it neatly and remove any ads or extraneous verbage or pages. The design of your work is an important factor in its readability.

**APA Citation help:**

Correct attribution of work that someone else did is expected of an educated person.
In this class**, *as educators*, you will adhere to the accepted "style" called APA** – for the American Psychological Association.

See our class's Muntz Library Guide > tab **APA Citations** http://libguides.uttyler.edu/c.php?g=773092

**The OWL at Purdue**: The Online Writing Lab at Purdue University AKA **The OWL at Purdue** is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it!
➢ The OWL at Purdue
   o http://owl.english.purdue.edu/owl/section/2/10/
➢ Here at UTT we have many citation resources available to you. Style and Citation Guides available through UT-Tyler
   o http://libguides.uttyler.edu/citations

<u>**Timeliness and Participation: REALLY IMPORTANT!**</u>

Since this class meets online, you are expected to keep up with assignments (readings, discussions, etc.), and to complete and turn them in according to established due dates. To not do so WILL affect your grade. Assignments are <u>due</u> **on the day and by the time** on which they appear.

**THIS IS A professional preparation class**, thus, your full engagement in every session is expected, and is critical for ongoing building of your knowledge and your professional dispositions. As such, you are expected to complete all assignments to the best of your ability and according to the timelines established. Moreover, you are to communicate with the instructor regarding any extenuating circumstances that may arise, in advance.  Your timeliness and participation are factored into the assessment of your readiness and suitability for being a teacher.  Please keep in close communication if out-of-the-ordinary circumstances arise so I can work with you as you navigate the course this semester.

Students who must miss a number of classes due to extenuating circumstances should contact the Dean's Office.

** Students are responsible for all work despite any missed modules/classes. **

<u>**Absences for this online class**</u>
**Since this is a professional preparation class, *any* missed class time/module is serious.** You are expected to keep up with the course and turn in work on time and in a manner that reflects professionalism. Students who must miss a number of modules or who have a conflict with the final exam due to extenuating circumstances should contact the Dean's Office. Participation in class discussions and cooperative groups is expected.  All students are

responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time.

**Completion of <u>assigned reading</u> is imperative to your individual development as a professional as is coming to class prepared to engage in substantive discussion over the assigned readings.**

***All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.***

**Late/Incomplete Work**
> Unless otherwise stated, all work should be completed and turned in on the day and by the time it is due. Late assignments without prior written permission from the instructor or without the presence of documentable (by you), extenuating circumstances <u>will</u> result in a lowering of the assignment grade. If you have received written instructor permission, print out the email and attach to your work. The presentation of documentation and permission in a professional manner will be the responsibility of the student.

## Ten Suggestions for Success in Course

1.  Watch all the lectures and videos. Do all of the readings. Not completing these preparatory assignments can be tempting. However, it is a false "economy" because your learning will be impacted. You don't know what you don't know.
2.  Do your homework for each class; including participating in online discussions and other discussions if they are part of a day's assignments.
3.  Keep your materials organized. Re-visit your files and folders, both paper and digital. All course materials require tending and reorganizing across a semester.
4.  Read the syllabus. Print out and read and re-read assignment instruction handouts. Check items off as they are completed. Keep track of assignment due dates.
5.  Make connections between readings; learn to think about ways strategies CAN be tweaked to serve YOUR students. Collect promising lesson ideas and file carefully.
6.  Some of the best insights for understanding texts and deciding on topics for essays comes from sharing ideas with other people; use the discussion settings as opportunities to do this.
7.  The importance of working on early drafts and soliciting feedback cannot be stressed enough. Turning in papers that <u>have not</u> been reread, revised, and proofread will result in a lower grade. Most importantly, **you will produce better work** if you give yourself time to think through various concepts.
8.  Plan ahead. And use your calendar/planner to note near and far due dates.
9.  Outside reading – It is perfectly appropriate and is encouraged for students to do readings and research outside of what is assigned; this will help to generate more discussion in class and will make writing easier.
10. **Talk to me** – If there is a problem or a question, please contact me by e-mail or set up a phone call or Zoom with me.  This is what I am here for.

# BIBLIOGRAPHY

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**UNIVERSITY POLICIES (added Spring 2023)**

**This course is a 100% online course, but the current information as of 12/19/22 regarding campus COVID-19 Information and Procedures is as follows:**
The University of Texas at Tyler strongly encourages our campus community to take the necessary preventative measures to ensure health and safety. In addition to wearing a mask when appropriate, social distancing when possible, covering coughs and sneezes, and practicing good hand hygiene, the COVID-19 vaccine is a protective measure to prevent severe illness due to COVID-19. You can contact your health care provider or local pharmacy to schedule a COVID-19 vaccine.

Stay home and contact your professors or supervisors if you do not feel well or have symptoms so that you do not risk exposing others.

**IF YOU TEST POSITIVE FOR COVID-19**
**STUDENTS**
You are responsible for informing your faculty of absences due to COVID-19. Regardless of your vaccination status, stay home and follow the **CDC Guidelines**.
**EMPLOYEES**
You are responsible for informing your supervisors of any absences due to COVID-19. Regardless of your vaccination status, stay home and follow the **CDC Guidelines**. If you are physically able and the nature of your job allows, work from home.

**FREE AT-HOME COVID-19 TESTS**
Every home in the U.S. is eligible to order a third round of free at-home tests. Order your test at **covid.gov/tests**.

**COVID-19 VACCINATIONS AND BOOSTERS**
COVID-19 vaccinations and boosters remain one of the most effective tools in preventing severe illness from COVID-19. Vaccines and boosters are available through health care providers and pharmacies.

Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

**UT Tyler Honor Code**
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click here.
- Students Rights and Responsibilities

- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

**UT Tyler Resources for Students:**
- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

University Guidelines, Links and Policies

## COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

**Vision:** The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities.  It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.
**Mission:** The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills.  The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service.  We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

## UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level.  The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here. Access the Code of Ethics and Standard Practices for Texas Educators.

## School of Education Dispositions Statement

Excellent teachers must aspire to encourage and engage students with a wide range of abilities, interests, and personalities. UT Tyler has the responsibility of guiding and evaluating teacher candidates' effectiveness, knowledge and skills, and professional habits using many instruments and methods to ensure the highest quality of teacher performance in the complex classrooms of the 21st century.

A professional disposition includes principles or standards reinforcing teacher candidates' success in school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. These beliefs and attitudes shape how an educator interacts with colleagues, students, and families. Each semester student dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers.

*These dispositions may be found on the school website and will be included in a folder entitled "Dispositions" on Canvas.*

# Spring 2025---EDFB 4338—100% Online (Asynchronous)
## <u>Tentative</u> Schedule of Due Dates and Activities

| Week # | Date | |
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| | | <u>**Tentative Schedule:**</u> The following course calendar <u>is subject to change</u>. Adjustments to class sessions will be made as determined by progress made in accomplishing the objectives of each class session. The Canvas module put up for each week will contain the most current information.<br><br><u>**Work Due By:**</u> work for a given week is due by **Sundays at 11:59pm,** unless otherwise noted in Canvas**.** For example, work due for Week 1 is due Sunday, September 1st, by 11:59pm. Similarly, for Week 2, work is due Sunday, September 8th, by 11:59pm, and so on.<br><br><u>**Each New Week/Module:**</u> Each week has its own module (one week = one module). Each new week starts on Monday. Each new module will be up and open BY Monday at 5 pm: I will send out a Canvas Announcement when each module is open and ready for you. If you have an issue with opening any module content, please e-mail me. |
| Week 1 | Week 1: Mon 1/13-Sun 1/19 | *Theme: Overview of class, expectations, & textbooks*<br><br>**LECTURE: Content:** Concept of professional development arc, communities of practice, d/Discourse communities in disciplinary literacy<br>**LECTURE: Content:** <u>Introduction to course</u>: Syllabus; Books; Schedule; Expectations; State-mandated items; Office hours<br>*LECTURE:* Introduction of Assignment Weekly Journal (First is due end of Week 1)<br>*LECTURE:* Introduction of Assignment Strategy ReDesign<br><br>READ: Wolsey & Lapp:  Chapter 1 "What is disciplinary literacy?"<br>READ: Fisher et al: Chapters 1-5<br><br>VIEW: None for this week.<br><br>**DUE Meet and Greet online discussion**<br>**DUE #1 of 10 Weekly Learning Journal** |
| Week 2 | Week 2: **Martin Luther King, Jr. Holiday: 1/20** Tues 1/21-Sun 1/26 | *Theme: Understanding what "disciplinary literacy" is—how is it the same and different that "content" literacy – and why does it matter?*<br><br>**LECTURE: Content:** What is "disciplinary literacy" and why does it matter?<br>*LECTURE:* Introduction of Assignment: Practice Notebook<br>**Library Lesson and Quiz 1 of 6 :** What are texts you *could* use for your text set? |

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| | | READS: Wolsey & Lapp:  Chapter 2, "What are the literacy demands of experts in the disciplines?" <br> READS: Fisher et al: (Strategies) Chapters 6-10 <br><br> VIEW <br> Making "good reading" explicit part of your instruction <br> **DUE #2 of 10 Weekly Learning Journal** <br> **DUE Library Lesson and Quiz #1: Intro to Library Homepage, Research Guide & Text Sets** <br> E-learning Activity TBD |
| Week 3 | Week 3: Mon 1/27- Sun 2/2 | ***Theme: What "counts" as "academic language" and why is it a "key" to engaging students in my discipline?*** <br><br> **LECTURE: Content:** The power of language. <br> *LECTURE:* Introduction of Assignment: Social Media for Professional Development <br> **Library Lesson and Quiz 2 of 6:** What are texts you *could* use for your text set? <br><br> READS: Wolsey & Lapp: Chapter 3 (First Edition, 2017) or Chapter 4 (Second Edition, 2024), "Saying it well: Instruction that supports academic language development in the disciplines" <br> READS: Fisher et al: (Strategies) Chapters 11-15 <br><br> VIEW: <br> Various representations of information (words, numbers, images, and more) <br><br> **DUE: #3 of 10 Weekly Learning Journal** <br> **DUE Library Lesson and Quiz #2: Magazines & Newspapers** <br><br> E-learning Activity TBD |
| Week 4 | Week 4: Mon 2/3- Sun 2/9 | ***Theme: Supporting academic vocabulary use in the disciplines*** <br> **LECTURE: Content:** Vocabulary teaching <br> **Library Lesson and Quiz 3 of 6:** What are texts you *could* use for your text set? <br><br> READ: <br> Wolsey & Lapp: Chapter 4 (First Edition, 2017) or Chapter 5 (Second Edition, 2024), "Choosing the right words: Instruction that supports academic language development in the disciplines" <br> READS: Fisher et al: (Strategies) Chapters 16-20 <br><br> VIEW: <br> 1_Dr. Andy Johnson Word Study-Word Analysis (4 min) <br> https://youtu.be/zEwpJsR7stY <br> 2_Syntax in English –Momentix Academy (4 min) https://youtu.be/rw62E9v9DnU <br><br> **DUE Discussion Social Media as PD** <br> **DUE #4 of 10 Weekly Learning Journal** <br> **DUE Library Lesson and Quiz #3: Images, Audio, Video** <br> E-learning Activity TBD |

| Week 5 | Week 5: Mon 2/10- Sun 2/16 | *Theme: Every discipline makes an argument about SOMETHING: Understanding how argument is equal to making a case and providing evidence* <br><br> **LECTURE 1: Content**: Argument: making a case and providing evidence <br> **Lecture 2a**: Emergent literacy <br> **Lecture 2b**: ELAR TEKS vertical alignment <br> **Library Lesson and Quiz 4 of 6:** What are texts you *could* use for your text set? <br><br> READ: Wolsey & Lap;-Chapter 5 (First Edition, 2017) or Chapter 6 (Second Edition, 2024), "Arguing it well: Instruction that supports communication in the disciplines" <br> READ:  Fisher et al: (Strategies) Chapters 21-25 <br><br> VIEW: three argument videos each about 7-10 minutes long <br><br> **DUE #5 of 10 Weekly Learning Journal** <br> **DUE Canvas Discussion: "ReDesigned Strategies"** <br> **DUE Library Lesson and Quiz #4: 3D Objects** <br> E-learning Activity TBD |
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| Week 6 | Week 6: Mon 2/17- Sun 2/23 | *Theme: Instruction that supports reading in the disciplines* <br><br> **LECTURE: Content:** Many different "kinds" of reading: How to support reading YOUR discipline's texts? <br> **Lecture: Content**: READING GUIDES <br> **Library Lesson and Quiz 5 of 6:** What are texts you *could* use for your text set? <br><br> READ: Wolsey & Lapp-Chapter 6 (First Edition, 2017) or Chapter 7 (Second Edition, 2024), "Reading it carefully: Instruction that supports reading in the disciplines" <br> READ: Fisher et al: (Strategies) Chapters 26-30 <br><br> VIEW <br> ReQuest <br> Reciprocal Teaching 1 & 2 <br><br> **DUE #6 of 10 Weekly Learning Journal** <br> **DUE turn in at least TWO Disciplinary Practice Journal Entries** <br> **DUE Library Lesson and Quiz #5: Non-fiction Poetry** <br> E-learning Activity TBD |
| Week 7 | Week 7: Mon 2/24- Sun 3/2 | *Theme: Instruction to support close reading in the disciplines* <br><br> **LECTURE: Content:** What is "close reading" and how does it apply to "my" discipline? <br> **Library Lesson and Quiz 6 of 6:** What are texts you *could* use for your text set? <br> *LECTURE:* Introduction of Assignment: Tool Talk <br><br> READ:  Wolsey & Lapp: Chapter 7 (First Edition, 2017) or Chapter 8 (Second Edition, 2024), "Reading it closely: Instruction that supports close reading in the disciplines" <br> READ: Fisher et al. (Strategies) Chapters 31-35 <br><br> VIEW <br> Think Aloud <br><br> **DUE #7 of 10 Weekly Learning Journal** <br> **DUE Tool Talk (Canvas Discussion)** |

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| | | **DUE Library Lesson and Quiz #6: Outside Book Excerpts**<br>E-learning Activity TBD |
| Week 8 | Week 8:<br>Mon 3/3-<br>Sun 3/9 | ***Theme: Instruction to support Writing in the disciplines***<br><br>**LECTURE: Content:** What "counts" as writing in my discipline? How can I encourage students to do it?<br><br>*LECTURE:* Introduction of Assignment: **Text Set**<br><br>**READINGS**<br>*The focus is on writing-to-think as comprehension & metacognition aid across disciplines. These readings encourage preservice teachers to consider what "counts" as writing in their discipline and how it can help students to better understand that particular discipline.*<br><br>READ:  Wolsey & Lapp: Chapter 8 (First Edition, 2017) or Chapter 9 (Second Edition, 2024), "Writing it down: Instruction that supports writing in the disciplines" [pp. 170-182]<br>READ:  Fisher et al: (Strategies) Chapters 36-40<br>READ: Lent (2015) chapter 15—selections—in module<br><br>VIEW: TBD<br><br>**DUE #8 of 10 Weekly Learning Journal**<br><br>E-learning Activity TBD |
| Week 9 | Week 9:<br>Mon 3/10–<br>Sun 3/16 | ***Theme: Graphic Organizers (Really) Help All Learners***<br><br>**LECTURE: Content:** Graphic Organizers: Know them; Teach them; Use them<br><br>READ: Wolsey & Lapp: Chapter 9 (First Edition, 2017) or Chapter 10 (Second Edition, 2024), "Organizing it well: Using graphic organizers in the disciplines"<br>READ:  Fisher et al: (Strategies) Chapters 41-45<br><br>VIEW: TBD<br><br>**DUE Sign up for your Text Set conference with instructor**<br>**DUE #9 of 10 Weekly Learning Journal**<br><br>**DUE Virtual Hands-On Library Session and "Rough Idea" for Text Set** |
| **Holiday** | **No Classes** | **SPRING BREAK (March 17 – 21)** |

| Week 10 | Week 10: Mon 3/24- Sun 3/30 | ***Theme: Presentation and Interaction through Multimodal Tools***<br><br>**LECTURE-Content:** Nothing new: Re-Thinking "text" as Multimodal<br>READ: Woolsey & Lapp: Chapter 10 (First Edition, 2017) or Chapter 11 (Second Edition, 2014), "Presenting it well: Using multimodal tools in the disciplines"<br>READ: Fisher et al: (Strategies) Chapters 45-50<br><br>**DUE Conference—depending on time/date you selected**<br>**DUE #10 of 10 Weekly Learning Journal**<br>**DUE Whole project "ReDesigned Strategies"**<br><br>E-learning Activity TBD |
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| **NOTE>>** | **Withdraw ("W") deadline** | **Last Day to Withdraw from 15-Week Course: Monday, March 31, 2025** |
| Week 11 | Week 11: Mon 3/31- Sun 4/6 | ***Theme: The Workshop Classroom as a Structure – Helps with PBL***<br><br>**LECTURE—content**: Learning from the old masters: How a workshop environment can light a learning fire<br><br>READ: Provided in Module: Chapter on<br>Diversity McKenna & Robinson<br><br>**DUE Conference—depending on time/date you selected**<br>**DUE Social Media for PD Assignment**<br><br>E-learning Activity TBD |
| Week 12 | Week 12: Mon 4/7 – Sun 4/13 | ***Theme: Supporting English Learners in the Disciplines***<br>**LECTURE-Content:** So many ways to support English language learners!<br><br> **READ:** Articles online –see Module<br><br>**DUE 3-2-1 ELLs Online Discussion**<br>**DUE Whole Disciplinary Practice Journal**<br>E-learning Activity TBD |
| Week 13 | Week 13: Mon 4/14- Sun 4/20 | ***Theme:*** **Encouraging excitement in learning through choice, multimodality, and good communication!**<br><br>**Full TEXT SET** [introduced Week 8] **DUE** on Sunday, April 20, 2025, 11:59 pm |
| Week 14 LAST WEEK OF CLASS | Week 14: Mon 4/21- Sun 4/27 | ***Theme: Taking social action as an approach to Problem-Based-Learning***<br>**LECTURE -- Content:** Disciplinary AND Critical Literacy: Real-world problems—Real-world solutions<br><span style="color:red">**Lecture: Presenting of Text Sets. DUE Presentation of Text Sets, Sun, 4/27**</span> |
| *UT-Tyler Final Exams Week 15 | Week 15: Mon 4/28 Fri 5/2 | **DUE Presentation of Text Sets, 4/27 and Final Discussion Forum, 4/30 (see below for additional description of Finals Week due dates)** |
| **End of Term** | Final Due by Wed., 4/30 (11:59 pm) | <span style="color:red">**Text set presentation posted in Discussion Forum by 4/27, 11:59 pm—5 comments posted in Discussion Forum by 4/30, 11:59 pm**</span> |
| | Fri 5/3 | **Spring Commencement exercises for UT-Tyler** |

Notes Section for Spring 2025 Syllabus (optional)