

# SUU



*Beverly Taylor Sorenson College of Education and  
Human Development*

## *Graduate Studies in Education*

**EDRG 5610 Reading and Writing Across the Disciplines**

**Spring Semester 2021**

Instructor: Cris Labrum	
Office: Davis Elementary, Vernal, UT	Email: <a href="mailto:cris.labrum@uitah.net">cris.labrum@uitah.net</a>
Office Hours: Thursdays 4:30 to 8:30 pm	Phone: 435-790-8668
Credit Hours: 3	

**Classes on Wednesdays February 17, 24, March 3, 10, 24, 31, 2021 from 4:30 to 8:30 pm. No class on March 17.**

**To qualify for credit, Southern Utah University requires that learners must complete 15 hours of contact time per credit hour in any given course.**

**Each class will meet face to face for 4 hours per week for 6 class meetings totaling 24 hours.**

**Beyond this learners will be assigned tasks which will take a minimum of 21 hours to complete.**

### **Course Description:**

The major emphasis of this course is to prepare teachers to teach students literacy strategies that help them acquire knowledge from content area materials. Other methods taught in the course include integrating the curriculum across content areas, and using children's and young adult literature to complement learning from information texts.

### **Purpose:**

The purpose of this graduate level course in methods for teaching content area reading and writing is to help practicing teachers develop an in-depth understanding of the research findings, issues, principles and practices related to exemplary, research-based reading and writing instruction in the content areas. The course largely focuses on how to assist all learners to read, understand and learn from nonfiction reading materials. The course does not cover phonological processes for young students and older remedial readers. Instead, it covers assisting students at all grade levels in their reading of materials and writing of text related to science, social studies, history, math, art, music, etc. This class is required for the Level I Reading Endorsement.

**Course Objectives/Alignment with Standards:**

After this course you will be able to:

Objective	IRA Standards (2003)
Demonstrate knowledge of the major theories and issues related to the literacy development of all students.	1.1, 1.2, 1.3
Determine if students are appropriately integrating the components of reading in their course assignments.	1.4
Support teachers in their use of instructional grouping options and instructional practices.	2.1, 2.2
Use, interpret and recommend a wide range of assessment tools and practices to plan instruction for all students.	3.1, 3.2, 3.3, 3.4
Assist the classroom in selecting materials that match the components of reading levels, interests, and cultural and linguistic backgrounds of students. Identify the characteristics of considerate and inconsiderate text. Model reading and writing for real purposes.	4.1
Motivate learners to be lifelong readers.	4.2, 4.3

**Required Text(s):**

The text(s) are an integral part of this class. They can be ordered through the SUU Bookstore by calling 435-586-7995 or through email at [bookstore@suu.edu](mailto:bookstore@suu.edu) . or Amazon or etc.

Alvermann, D.E. & Phelps, S.F. *Content reading and literacy: Succeeding in*

*today's diverse classroom.* (you may choose any edition and we will adapt- I will be using the 7th (2012) and 8th (2016) editions).

## **Possible Topics:**

Characteristics of strategic readers, writers and learners  
Characteristics of texts for learning/differentiation  
Discipline-specific literacies

Study strategies

Reading/learning strategies

(before/during/after) Text structure analysis

Predicting/

Anticipation

Think-Alouds

Questioning/Self Questioning, QtA, Q-A-R, etc. Self monitoring/metacognition

Visual

representations

Categorization

Graphic organizers and visual representations

Summarization

Thinking Skills/problem

solving Clarification and

extension

Vocabulary instruction

Lesson frameworks

Curriculum planning

Declarative

knowledge

Procedural

knowledge

Conditional

knowledge

Gradual release of responsibility (explicit explanation, modeling, guided practice, coaching independent application, self assessment and goal setting.)

Talking to learn, discussion moves

Materials other than textbooks

Interest, attitudes, and motivation

## Assignments and Activities:

### 1. Attendance and participation (10 pts each week = 110 pts total)

If you need to be absent, points may be made up by watching the recording and submitting a summary/reflection on what occurred during the class. Due within 1 week from absence.

### 2. Individual assignments- on Canvas

Textbook and class time reflection (5 pts each week = 25 pts total)

Weekly reading responses to articles (5 pts each week = 25 pts total)

### 3. Seminar Discussion. (50 pts)

Each of you (or site) will participate in leading a seminar discussion. What is required of you when you lead a seminar class:

- a. That you find an article or topic of interest to you /group and read it carefully, thoroughly, analytically and critically.
- b. That you develop a series of questions for a discussion of the readings. The questions must be higher-order questions that will require your peers to think critically about the readings, and/or to apply the information in the readings to classrooms.
- c. That you lead the class discussion for the readings. (10-15min)

The group is to prepare a set of questions for the article and submit those questions to me as an assignment. Your questions will be due to me the evening that you lead the seminar.

### 4. Instructional Strategies Presentation. (50 pts)

Each member or site group will present instructional strategies that could be used in content area lessons. You have a choice of presenting one or more content strategies for various content areas or of reporting a content lesson you already conducted with your students- with, at least, 4 examples of the use of strategies.

All presentations will use some form of visuals--- handouts, charts, graphs, pictures, foldables and/or sample of student work where appropriate.

### 5. Final assessment- Lesson Plans. (100 pts)

During our time in class, you will need to plan, prepare, present, and then submit two lesson plans along with reflections of your lessons highlights and challenges. These plans should demonstrate the content area you teach, and how you use various strategies to enhance learning/participation/motivation.

## Grading Scale:

95-100% - A	81-83% - B-	69-71% - D+
90-94% - A-	78-80% - C+	66-68% - D
87-89% - B+	75-77% - C	63-65% - D-
84-86% - B	72-74% - C-	Below 62% - F

**Tentative Schedule:**

Date	Topic	Due
Feb 17	Introduction Chapter 1 Assumption Underlying Content What is literate? What is content literacy?	Textbook and Class Time Reflection - Week 1 Article Response - Week 1
Feb 24	Language, diversity, and culture How to create a favorable learning environment Characteristics of strategic learners	Textbook and Class Time Reflection - Week 2 Article Response - Week 2 Seminar Discussion
Mar 3	How to make instructional decisions, meet objectives, and thematic planning.  Curriculum planning: declarative , procedural & conditional knowledge  Ways to assess student progress and textbooks.  The role of prior knowledge.  Use of materials  How to construct meaning  Gradual release of responsibility	Textbook and Class Time Reflection - Week 3 Article Response - Week 3 Seminar Discussion
Mar 10	Vocabulary and Discussion ideas	Textbook and Class Time Reflection - Week 4 Article Response - Week 4 Instructional Strategies
Mar 17	NO CLASS	NO CLASS
Mar 24	Writing, Study Ideas Using Literature in Content Areas Special Populations Brain Research	Textbook and Class Time Reflection - Week 5 Article Response - Week 5 Instructional Strategies
Mar 31		Lesson Plans

**Academic Integrity:**

Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

**ADA Statement:**

Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

**Course Fees:**

Fees charged for this course are designed to maintain high quality programming, equipment, materials, supplies, and services for students in the College of Education and at Southern Utah University. A detailed list of expenditures is available in the Dean's Office. For information on course-specific fees please see your instructor.

**HEOA Compliance statement:**

The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html>."

**Disclaimer Statement:**

Information contained in this syllabus, other than the course policy, grading, academic integrity, ADA statement, and HEOA statement, is subject to change with advance notice as deemed appropriate by the instructor.