

Creating Strategic Readers Across All Contents
 EDUC 743, Syllabus
 3 credits
 Summer 2021
 June 1-25, Face to Face June 16, 17, 18

Instructor: Maureen MacVane, Ph.D.
 Office Location: Virtual

Cell #: 414-467-7085
 Email: mmacvane@uwsp.edu

The best way to reach me is via email. I am also happy to set up a phone call or Zoom meeting.

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[Required Text](#)

Daniels, H. (2014). *Subjects matter: Exceeding standards through powerful content-area reading*. Heinemann.

Other related journal articles, online videos, WIDA & Wisconsin RTI resources (will be provided)

Course Description

The purpose of this course is to explore what it means to explore, understand and know content material. As background, we will consider the history/role of reading methodology and literacy practices. Our major topics will include exploration of vocabulary and comprehension, current issues and professional perspectives related to learning in your discipline. We will also discuss literacy assessments and the role of wondering, exploration and strategies for assisting students to deepen their understanding of content material. We will integrate Wisconsin's Model Academic Standards and the Common Core Standards for Literacy in the Disciplines into our explorations.

The teacher/learner will be able to demonstrate an understanding of multiple perspectives and forms of diversity and articulate strategies to be used in supporting all learners.

Our course relates to the INTASC Standards as follows:

***Learning Environments.* The teacher works with others to create environments that support individual and collaborate learning, and that encourage positive social interaction, active engagement in learning and self-motivation.**

Knowledge

- The teacher will be aware of the role of inquiry and collaboration in fostering content area comprehension
- The teacher knows the role of deep listening in fostering inquiry and collaboration in the classroom
- The teacher explores and is aware of the role of supplementary literature/material in developing and deepening inquiry, collaboration and comprehension in the content area

Skills

- The teacher can create supportive contexts that foster inquiry, listening, and supportive interaction for content comprehension
- The teacher can facilitate inquiry and collaboration through the use of materials and resources
- The teacher can facilitate and use appropriate structures and strategies for individual and whole class exploration and discussion for content learning

Disposition

- The teacher has experienced and knows the role of inquiry in authentic learning and the nature of collaboration in learning and discovery

***Instructional Strategies.* The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways and**

***Application of Content.* The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.**

Knowledge

- The teacher formulates a view of reading/learning in his/her content area
- The teacher knows and can discuss current research in content reading
- The teacher knows the broader context and role of past and present practices in reading instruction in the U.S. and assimilates it into thinking about teaching
- The teacher knows dimensions of comprehension

- The teacher understands the role of inquiry, strategies and expression for enhancing comprehension
- The teacher understands the role of precise vocabulary in content learning

Skills

- The teacher can integrate learning strategies to facilitate inquiry, collaboration and content comprehension
- The teacher can facilitate deep understanding through study, reflection and application
- The teacher uses misconceptions as a springboard for learning and inquiry

Disposition

- The teacher understands that there is a wide world of resources in terms of materials and methods for helping students to wonder, study and experience their content area and their role in helping each student discover the joy of learning in their discipline.

Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- The teacher understands strengths and limitations to current assessment practices in reading
- The teacher understands the different purposes and roles of formal and informal assessment measures
- The teacher knows informal assessment measures available for on-going assessment of their own teaching, the materials and the student.

Skills

- The teacher examines and analyzes materials/ texts (including the use of readability formula and survey) considering appropriateness and variety of materials for cultivating comprehension of content
- The teacher applies on-going informal assessment measures for deepening and extending student comprehension

Dispositions

- The teacher recognizes that no single assessment measure is a sufficient diagnostic tool in and of itself.
- The teacher recognizes that effective assessment is on-going, uses multiple measures, and engages continuous adaptation and responsiveness.

Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge and Skills

- The teacher knows and understands that teaching and learning are on-going, ever emerging processes
- The teacher engages in awareness practice to deepen understanding, and to benefit, inquiry and responsive teaching.
- The teacher draws upon colleagues' experiences, knowledge, resources and research to further his/her own knowledge and understanding
- The teacher draws upon instructional experiences in and out of school to further his/her own knowledge and understanding of the art and science of teaching

- The teacher draws upon the teachings in professional literature and resources to support his/her inquiries, to deepen understanding and to assimilate into plans for teaching/ learning

Dispositions

- The teacher, through study, awareness practice and application, reflects on the Professional Education Dispositions including:
 - Inclusive Excellence
 - Responsibility for Self and Fostering Collaborative Relationships, Reflectivity re: Teaching and Learning,
 - Creativity and Critical Thinking,
 - Perseverance, and
 - Professionalism.

Evaluation/Course Requirements

Assignment	Brief Description	Points/Percentage
Reading Response/ Reflective Practice	Each week you will be given several key prompts or questions to think about and respond to related to the reading and other class activities. These questions will be used as the framework for your personal exploration and class discussion.	25
Text Set	Identify two or three learning objectives related to one topic in a content area. Prepare a text set (a group of 5-7 texts about one topic in the content area) that will guide students to develop a deep understanding of the topic and the three identified learning objectives. Explain your thinking about why you have included each text and how each will contribute to support students in meeting the learning objectives. *Artifact to be included in your Professional Education Portfolio.	50
Instructional Strategy Teaching	You will teach the class (or record a video) about an instructional strategy related to reading and learning in a content area. This instruction will grow from outlining the strategy for us, offering a short example, engaging us in applying the strategy with content material and tips and recommendations re: use of the strategy in various content areas.	20
Vocabulary Support Activity	Research vocabulary-building activities on the internet. Evaluate the activities based on class criteria (more/less). Find 3 that align with best practice (more) and 1 to avoid (less).	5

Assignment Details / Rubrics

1. Reading Responses/Reflective Practice

You will be asked to respond to written discussion throughout the course and oral discussions (during face to face time).

Target	Exceed Expectations 10 pts	Meets Expectations 7-9 pts	Below Expectations 0-6 pts
Capture key understandings from class content	3+ key concepts from readings, discussion, and class activities are thoroughly explained in detail with references and/or examples (10 pts)	2+ key concepts from readings, discussion, and class activities are recorded with details (7-9 pts)	2+ ideas are captured (0-6 pts)
Connect to your discipline / teaching practice	There is a personal reflection that ties the key concepts into a specific discipline and your personal teaching practices / philosophies (10 pts)	There are references made to subject related material and classroom learning (7-9 pts)	There is no connection to the classroom, philosophies, or discipline (0-6 pts)
Mechanics, Clarity, and Organization	Entries are labeled and organized, meaning is clear, and writing is free of errors (5 pts)	Entries are labeled and organized, language is clear to a variety of audiences, writing is generally free of errors. (3-4 pts)	Entries aren't organized or labeled, language may be confusing to different audiences, or several mechanical errors detract from meaning. (0-2 pts)

2. Text Set:

Identify one to two learning objectives related to one topic in your content area. Prepare a text set (a group of 6 texts* about one topic in your content area) that will guide your students to develop a deeper understanding of the topic and the identified learning objectives. Explain your thinking about why you have included each text* and how each will contribute to support students in meeting the learning objectives.

*texts - consider a wide range of text types! Fiction/nonfiction, children's literature, articles, professional texts, etc. Multimedia: only 1 may be visual, 1 may be a video.

Target	Meets Expectations	Below Expectations
I can write a clear learning target	3 - 4 points	0 - 2 points
I can explain my rationale for selecting a text for a text set and identify an intended learning outcome from viewing/reading the text.	2 point per text (6 possible)	
I can intentionally sequence the texts to build background knowledge and guide students to go deeper in their understanding of a topic.	3 - 4 points	0 - 2 points

3. Instructional Strategy (Video)

Target	Meets Expectations	Below Expectations
Strategy is clearly outlined	3-5 points	0-2 points
Example of the strategy is stated	3-5 points	0-2 points
Strategy is applied using content area materials	3-5 points	0-2 points
Explanation is given for strategy use across various content areas	3-5 points	0-2 points

4. Internet Research Vocabulary Support Activity

	Meets Expectations	Below Expectations
Vocabulary activity is appropriate for content	1 point	0 points
Activities are evaluated based on class criteria and best practice (more/less)	1 point per activity (4 possible)	

Grading Scale

96 – 100% = A	84 – 85% = C+	65 – 70% = D-
94 – 95% = A-	79 – 83% = C	< 65% = F
92 – 93% = B+	76 – 78% = C-	
88 – 91% = B	74 – 75% = D+	
86 – 87% = B-	70 – 73% = D	

Attendance

The majority of this class is completed online. You will be required to engage in online collaborative discussions. You are encouraged to interact with as many of your colleagues as possible to encourage our professional growth as a class. For face-to-face days (there are three), attendance is mandatory. Plan to attend all classes. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. **I am not able to re-teach the material to you in the event that you are absent. Please see me in advance for any anticipated absences to determine how the material will be completed. Any exceptions to the attendance policy should be confirmed in writing.**

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

Late Work

I expect you to honor your responsibilities, including making punctual online posts and turning in assignments online. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with your attendance or assignments. In general, the best policy is to contact me before an online response or an assignment is late. Late work may be subject to a 25% deduction from the assignment score.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty

members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Technology Guidelines

You will need internet access to complete this course.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Other Campus Policies

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Course Schedule

(Subject to change)

EDUC 743 Summer 2021 Course Schedule

Week 1 – June 1-6

- Read *Subjects Matter* – Chapters 1-2
- Watch videos
 - Why Students Don't Read
 - Modeling and Practice with Short Text
 - Modeling Nonfiction Reading
- Complete Discussion – Ch 1-2 and videos
- Read Educational Leadership article – “The Case for Multiple Texts”
- Respond to article on Padlet

Week 2 – June 7-13

- Read “Nine Things Every Teacher Should Know about Vocabulary Instruction” (before class)
- Review Vocabulary Resources
 - Serravallo Vocabulary Strategies
 - EdUtopia Tips for Teaching Vocabulary
 - Reading Rockets Choosing Words to Teach
 - DPI – A Process for Selecting Words to Teach
- Watch vocabulary videos (does not need to be done by class on Wed)
- Respond on Padlet (will have time to complete in class)
- Vocabulary Support Activities (assignment will be discussed in class, time in class will be given to complete)

Week 3 – June 14 – 20 (Face to Face June 16, 17, 18)

- Read *Subjects Matter* – Chapters 3 and 5 (prior to class)
- Watch Videos (prior to class)
 - Strategy Instruction – FQR Chart
 - Teaching Reading Comprehension through Content Areas
- Explore Text Sets (in class)
 - View power point presentation
 - Look over text set examples
- Strategy Instruction (in class)
 - Review Smart Strategies for Student Success
 - Look over video assignment – Strategy Instruction
 - Discuss – what strategy might you use for your video instruction?
 - Review examples of video instruction
 - Look over strategy instruction resources

Face to Face – (Detailed Agenda will be sent out closer to June 16)

District Office IMC
311 Lincoln Street
Wisconsin Rapids, WI 54494

- June 16 (12-8pm)
- June 17 (12-8pm)
- June 18 (8am-12pm)

Week 4 – June 20 – 25 (All Assignments are due on Friday, June 25)

- Instructional Strategy Teaching (video)
- Vocabulary Support Activities
- Text Set