Please, click on the following link to access A&M-Commerce Covid 19 Information, https://new.tamuc.edu/coronavirus/

Course Number and Section: EDCI 657
Course Title: Content Area Literacy
Semester: Spring 2022

Instructor: Dr. Juan Araujo

Office Hours: **Before or after class and by appointment**

Preferred method of contact: **email**

Email: juan.araujo@tamuc.edu

COURSE INFORMATION

Materials—Textbooks, Online Readings, and Optional Supplementary Readings:

Textbooks Required (Purchase Online):
Israel, S. E., Collins Block, C., Bauserman, K. L., & Kinnucan-Welsch, K. (2005). *Metacognition in literacy learning.* Mahwah, NJ: Erlbaum.
Draper, R. J. (2010). *(Re)Imagining Content-Area Literacy Instruction.* New York: Teachers College Press.

APA. (2020). *Publication manual of the American Psychological Association (7th ed.).* Washington, DC: American Psychological Association.

Required Online Readings provided by the instructor:
Conley, M. W. (2009). Chapter 25: Improving adolescent comprehension: Developing comprehension strategies in the content areas. In S. E. Israel & G. G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp. 531-550). New York: Routledge Taylor & Francis.
Nist, S. L., & Simpson, M. L. (2000). Chapter 35: College studying. In M. Kamil, P. Mosenthal, P. D. Pearson, & R. Barr, R. (Eds.), *Handbook of Reading Research: Volume III* (pp. 645-666). Mahwah, NJ: Earlbaum.
Shanahan, C. (2009). Chapter 11: Disciplinary comprehension. In S. E. Israel & G. G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp. 240-260). New York: Routledge Taylor & Francis.
Wade, S. E., & Moje, E. B. (2000). Chapter 33: The role of text in classroom learning. In M. Kamil, P. Mosenthal, P. D. Pearson, & R. Barr, R. (Eds.), *Handbook of Reading Research: Volume III* (pp. 609-627). Mahwah, NJ: Earlbaum.

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Wilkinson, I. A. G., & Son, E. H. (2011). Chapter 16. A dialogic turn in research on learning and teaching to comprehend. In M. Kamil, P. D. Pearson, E. B. Moje, & P. P. Afflerbach (Eds.), *Handbook of Reading Research: Volume IV* (pp. 359-387). New York: Routledge.

Course Description: Examination of research on learning in the content curriculum areas of science, math, social studies, and music; emphasis on strategies content area teachers may use to foster content area learning.

Student Learning Outcomes:
1. Students will comprehend, analyze, and critique assigned readings related to metacognition, content literacy, and disciplinary learning. Further, students will engage in: writing to learn activities, dialogue with colleagues, problem solving, and collaborative/reflective inquiry as it relates to teaching, learning, English Language Learners (ELLs), and professional development.
2. Students will learn about the content literacy lesson cycle and apply it by serving as topic facilitators.
3. Students will learn about and engage in conference proposal writing and submission process.
4. Students will propose and engage in an individual project that extends their learning about content area literacy, increases their growth as a researcher, and/or helps them meet professional goals.
5. Students will review metacognition, content literacy, and disciplinary learning concepts by presenting unique creative syntheses.
6. Students will document progress on their doctoral residency plans and share that progress with the class.
7. Students will self-evaluate knowledge gained in the course and personal/professional growth from a metacognitive perspective.

Course Requirements and Assignments:
This course occurs in a digital learning environment designed in module format. Each module runs 3-4 weeks during which time you will be expected to read assigned materials, participate in discussions and group tasks, reflect on the your knowledge growth and complete all assigned tasks/projects. Each module opens and closes on a certain date and once a module closes it will not be opened again. Therefore you need to demonstrate a level of time management that allows you to meet deadlines as posted.

1. **Course Contribution: (15% of final grade)**
   Demonstrate comprehension, critical analysis, in depth discussion, and synthesis of assigned readings related to metacognition, content literacy, disciplinary learning, and ELLs. Formative assessment of performance and growth will occur weekly. Summative assessment will occur on the Final Written Evaluation.

2. **Topic Presentation: (25% of final grade)**
   Facilitate peer learning on topics from the required readings using the concepts of unique research based Before, During, and After content literacy strategies. Prepare a content reading lesson on your topic identifying and explaining the before, during, and after strategies. The Before reading strategy should provide activation and assessment of participant's prior knowledge WITHOUT FLUFF. The During strategy should provide a guide for self monitoring of comprehension, identifying and understanding important concepts, as well as preparation for critical thinking about the readings. The After strategy should engage all seminar

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participants in discussion that leads to understanding of important concepts and critical evaluation of readings. An outline of your lesson plan should be provided to the instructor via email a minimum of one week prior to presenting your topics. After lesson plans are reviewed and approved by the instructor, revise the lesson plan and post it on D2L for everyone to see. As presenter, you and your partners will facilitate discussions. After facilitating the final discussion, complete the Topic Facilitation Self Evaluation form found and submit it to D2L.

3. **Prepare and Submit a Conference Presentation Proposal: (10% of final grade)**

Create an individual written conference proposal and submit it to a professional conference such as ALER, IRA, LRA,

AERA, SERA, TALE, or any other **state, regional, national, or international** level professional education conference

approved by the instructor. You may work alone or work with a partner(s). During the writing process, you will conference with your classmates and instructor for revising and editing the proposal. This process quires you to proactively contact classmates and form revision/editing triads. We will discuss/form the revision/editing groups in class; however, be aware, you must actively communicate to ensure that you give and receive feedback from your group in a timely manner. Final drafts of conference proposal are to be posted on D2L. Each individual will submit in one document their first draft/s, the revised final draft/s, and a reflective analysis on what you've learned.

4. **Individual Project: (20% of final grade)**

Choose one of the following individual projects (Note: all projects will be presented to seminar

participants electronically for discussion and feedback. All written products presented electronically will be posted, discussed, and revised. After projects have been revised based on feedback from peers, each individual will submit in one document their first draft, the final draft, and a self-evaluated rubric. Rubrics will be provided in D2L.

A. **Prepare one research literature review paper** on an approved topic that incorporates seminal and current research from high quality, first or second tier, peer reviewed journals. The research literature search results and articles must be approved by the instructor before writing the paper. A list of research articles that you propose to cover must be brought to the second class meeting. The paper should be 8 to 10 pages in length and follow APA format. To bring the research literature review full circle and to give you practice presenting research findings, as if you were defending a dissertation or presenting at a national conference, you will give a formal presentation on your literature review that will include a PowerPoint.

Suggested Topics:
- Working with English Language Learners or Culturally Diverse Learners in Content Area Literacy
- Affective Dimensions in Content Literacy or Disciplinary Learning (Attitude, Interest, Motivation)

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- Assessment in Content Literacy
- Research Based Strategies for Content Area Literacy in one or more disciplines such as: Mathematics, Art, Music, Science, Social Studies, Teacher Education, etc.
- Research Based Strategies for Differentiated Instruction in Content Literacy
- Integrating Curriculum and/or Literature in Content Areas
- Research Based Strategies for Comprehension, Studying, Vocabulary and Concept Development, Writing to Learn, or Working with Struggling Readers in Content Areas
- Technology Integration in Content Area Teaching and Learning
- Or any other topic that relates to metacognition, content literacy, and/or disciplinary learning

B. Prepare a dialogue journal for a professional book that you selected and was approved by the instructor. On the first page of the journal write an introduction for the book/s that includes your rationale for selection. While reading complete your dialogue journal. At the end of the journal write a book review including a critique of the content and explain how you will apply what you have learned to your current or future practice. You will present your "end of journal" book review and provide a handout to seminar participants.

C. Other Individual Project that incorporates a professional project that you would like to pursue. For example, you may pursue a research project, write a grant proposal, write an article, create a strategy log, prepare an inservice program for teachers, etc. The only limits are your imagination and instructor approval. Specific requirements include:
- A one page written proposal (draft and final) for each seminar participant describing:
  1. What you want to do
  2. Why you want to do it
  3. How the project connects to the concepts of metacognition, content literacy, or disciplinary learning
  4. Steps you will use to approach and complete the project
  5. A projected time line delineating each step
- Interim group sharing for perception checking, problem solving, and revision.
- Written criteria for peer feedback for each seminar participant.
- Presentation of completed project to seminar participants.

5. Creative Synthesis: (10% of final grade)
Individually or in a small group, create and share in class a unique creative synthesis of your learning about content area literacy, metacognition, and/or disciplinary learning. After completing the presentation, submit a self-evaluated rubric via email to the instructor.

6. Doctoral Residency Progress: (10% of final grade)
Document progress on your doctoral residency plan. Submit and share your plan for doctoral residency activities with the class in the beginning semester and your accomplishments in the end of semester. Include a list of these activities on your final written evaluation.

7. Final Written Evaluation: (10% of final grade)
Prepare a final written evaluation that addresses each assignment and activity, evaluates each requirement, evaluates personal/professional growth, and suggests a final grade for the course.

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Grading:
Criteria for each requirement will be stipulated by the instructor in rubrics posted on eCollege under Document Sharing. Students will collaboratively generate standards for each criterion. The following holistic scoring format will be adapted for each course requirement:

5 = Highly Impressive - well above average in thought, organization, and professional choices as evidenced by products handed in. In control of own decision-making and learning processes.

4 = Commendable - in command of thought, organization, and professional choices as evidenced by products handed in. Developing good control of own decision-making and learning processes.

3 = Average - probably functional in terms of thought, organization, and professional choices as evidenced by products handed in; but in need of more instruction. Developing some control of own decision-making and learning processes.

2 = Developing - somewhat lacking in thought, organization, and responsibility as evidenced by products handed in. Not consistently aware of professional choices. Little control of own decision-making and learning processes. In need of some remediation.

1 = Questionable - lacking in thought and organization as evidenced by products handed in. Lack of awareness of professional choices. Little to no control of own decision-making and learning processes. In need of major remediation.

0 = Not Attempted – no product handed in or presented to document work.

Final course grades will be determined jointly by the student and the instructor based on the student's self evaluation, the instructor's judgment, and the following scale:

A   All requirements completed with at least a 4.5 average score
B   All requirements completed with at least a 3.5 average score
C   All requirements completed with at least a 2.0 average score
F   Some or all requirements completed with below a 2.0 average score

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

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Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.
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Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive

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- o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
  - o Sound card, which is usually integrated into your desktop or laptop computer
  - o Speakers or headphones.
  - o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- Running the browser check will ensure your internet browser is supported.
  Pop-ups are allowed.
  JavaScript is enabled.
  Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - o Adobe Reader https://get.adobe.com/reader/
  - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - o Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each

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student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the Live Chat **or click on the words "**click here**" to submit an issue via email.**

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

You have many different methods to communicate with me and with each other during this semester. Here are my expectations for electronic communication.

- o **E-mail:** Please use university email (kay.hongnam@tamuc.edu). I check my emails daily Monday through Friday. E-mail is preferred as this is an online course. Students are encouraged to inform the instructor of concerns they may have pertaining to the course immediately.
- o **D2L**: Please keep your eyes on Announcements for the latest news for the course and use Virtual Office if you have course related questions.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

1. **Participation, including Professional Attitude:** Students must attend online classes (based on how they are set up by the professor) and participate in online class activities, including ALL readings, assignments, and online discussions based on these readings, assignments. Students should be prompt and ready to contribute. Participation in online class discussions, on assigned readings and related material, and contributions to class or group tasks are expected. Students will receive a grade based on this active participation and attendance for each online class (based on how they are set up by the professor).

2. **Written Assignments**: All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators MUST BE PERFECT. Begin that practice now!

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Therefore, if you need extra help, the Writing Center can assist you.
See http://web.tamuc.edu/academics/colleges/artsSciences/departments/literatureLanguages/

a. Written Assignments should be:
*double spaced
*1" top and left side margins, 1" bottom and right side margins
*12 point font size
*revised for clarity and meaning
*edited for accuracy in grammar and mechanics
*saved on computer disk or copied on paper for your records

b. Academic Integrity/Honesty Statement:
This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an *F* in the course, or will be brought before a higher level of governance for possible dismissal from the university.

Department Statement:

The Department of Curriculum and Instruction believes that students with dyslexia and other language disorders deserve the right to proper identification and educational intervention. These students should have access to evidenced-based instruction that meets their educational needs. To that end, the Department of Curriculum and Instruction prepares teachers to identify, assess, and provide multisensory instruction for students with these difficulties. Consistent with the Americans with Disabilities Act (1990) and Texas Law (38.003 Screening and Treatment for Dyslexia and Related Disorders, §74.28. Students with Dyslexia and Related Disorders) the Department of Curriculum and Instruction supports the learning and teaching of instruction that assists all students including those with dyslexia and other language disorders.

University Specific Procedures:

1. ADA Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability
Resources and Services Texas
A&M University-Commerce

Gee Library 162

Phone 903-886-5150

Fax (903) 468-8148

StudentDisabilityServices@tamuc.
edu

2. Student Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student*

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Guide Handbook). If you display disruptive behavior, you may be asked to leave class and/or drop the class.

3. Financial Aid Support: You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also forgivable loans. You may want to check in to this by contacting the Bursar's Office for more details.

4. MyLeo: As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to you 24/7 at https://leo.tamuc.edu/

5. A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

6.

6. Carry Gun Policy:

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to

(http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

7. A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

8. Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

COURSE OUTLINE / CALENDAR

This course occurs in a digital learning environment designed in module format. Each module runs 1-2 weeks during which time you will be expected to read assigned materials, participate in discussions and group tasks, reflect on the your knowledge growth and complete all assigned tasks/projects. Each module opens and closes on a certain date. Although the modules are accessible throughout the semester, you will not

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be able revise your post once a module closes. Therefore you need to demonstrate a level of time management that allows you to meet deadlines as posted.

EDCI 657 Course Schedule
Schedule for Spring 2022: Module topics/dates are tentative and subject to change.

Module 1: Getting Started (1 week)
    August 24 – Module opens
    August 30 – Module closes
Module 2: (2 weeks)
    August 31 – Module opens
    September 6 – Module closes
Module 3: (2 weeks)
    September 7 – Module opens
    September 20 – Module closes
Module 4: (2 weeks)
    September 21 – Module opens
    October 4 – Module closes
Module 5: (2 weeks)
    October 5 – Module opens
    October 18 – Module closes
Module 6: (2 weeks)
    October 18 – Module opens
    November 1– Module closes
Module 7: (2 weeks)
    November 2 – Module opens
    November 15 – Module closes
Module 8: (3 weeks)
    November 16 – Module opens
    December 6 – Module closes

Note: Additional online assignments will be due on dates not yet listed in the course schedule. Decisions on due dates will occur on the first week of class to accommodate students' needs and schedules.

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