Instructor: Dr. Juan Araujo
Office: Nursing Building, #310

Office Hours: Before or After class and by appointment

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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.

Current research peer reviewed manuscripts will also be provided by the instructor in support of learning objectives.

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.
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 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)
- 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.

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

TECHNOLOGY REQUIREMENTS
LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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 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

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. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES
Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures
Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Students with Disabilities-- 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
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website:

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

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 the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

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 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 2023: Module topics/dates are tentative and subject to change.

More to come

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.