



ED 4353
Reading in the Secondary Content Area
Spring 2021
Web + **Wednesday 2:30-3:45**
Remote/Online Course Syllabus

Instructor: Mrs. Emelia Ahmed

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Office Hours: By Appointment Only through TEAMS

Communication: Email/TEAMS appointments

Course Modality and Expectations

Instructional Mode	Synchronous online learning at the day and time of the class. The instructor delivers the instruction from home or the office. Students complete the course at a distance. Wednesday 2:30 via TEAMS course
Course Platform	This course will be delivered using MS Teams.
Expectations	I have arranged the course in modules. We will have synchronous meeting to review and discuss the learning. I will also model strategies using this modality.
Asynchronous Learning Guidelines	If you plan to participate via asynchronous access, you will need to notify me on Tuesday, Jan. 19 , or at any point during the semester, as soon as you know you will be accessing the class asynchronously. Asynchronous is not self-paced learning. You will need to complete watching the video of the class by Sunday, after class and turn in your class assignment on Sunday. This assignment is to give you participation credit. Asynchronous Access for Spring 2021 FAQ webpage



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COVID-19 Guidelines and Resources

The information contained in the following link lists the University's COVID-19 resources for students and instructors of record.

Please see <http://go.utdallas.edu/syllabus-policies>.

Class Participation-

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. **A portion of the grade for this course is directly tied to your participation in this class.** It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

The instructor will record meetings of this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student



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AccessAbility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Materials

The Instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course; however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Course Description: ED 4353: Secondary Reading in the Content Area includes methods, strategies, and resources for teaching students in grades 6-12 to read complex disciplinary texts.

This course addresses the TEKS & ELPS Standards for Grades 6-12. Students are expected to apply, model, and utilize the strategies presented; active engagement and participation during class is required.

Student Learning Objectives/Outcomes

At the completion of this course, students will be able to:

1. Identify the disciplinary literacy needs of students in their content areas (ELA, social studies, mathematics, science).
2. Address the student expectations of the Texas TEKS & ELPS
3. Identify and address the academic language utilized in ELA, social studies, mathematics, science
4. Plan and implement lessons in a selected discipline focusing on:
 - a. academic vocabulary
 - b. comprehension skills
 - c. use of text-based evidence
 - d. critical & analytical reading and writing



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- e. discipline specific reading strategies
5. Plan and apply effective, evidence-based scaffolds for English Learners (ELs)
6. Model the use of metacognitive strategies using think aloud strategy

State Teacher Certification Standards Addressed

TEKS:

<http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

Texas College and Career Readiness Standards <http://www.thecb.state.tx.us/reports/PDF/10337.PDF>
English Language Proficiency Standards (ELPS)

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

Websites:

- <http://www.adlit.org>
- <http://www.readwritethink.org>
- <https://www.teksresourcesystem.net/module/content/search/tcmpc/#search>
- <https://lead4ward.com/>

Professional Organizations:

- International Reading Association (IRA) www.reading.org
- National Reading Conference (NRC) www.nrconline.org
- National Council of Teachers of English (NCTE): www.ncte.org
- National Science Teachers Association (NSTA): www.nsta.org
- National Council of Teachers of Mathematics (NCTM): www.nctm.org
- National Council for the Social Studies (NCSS): www.socialstudies.org
- Texas Education Agency (TEA) <https://tea.texas.gov/Home/>



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Required Texts:

Teaching Reading in the Content Areas If not me, then who? 3rd Edition
Vicki Urquhart and Dana Frazee

Professional articles from JSTOR -Will be linked

Articles you would use in your class (see <https://newsela.com/>
<https://www.tweentribune.com/>)

Part of MIDTERM:

Literacy training- Dyslexia: Characteristics, Identification and Effective Strategies

Create account at <https://www.region10.org/>

Complete all modules-Print Certificate-Turn in virtual certificate to professor and hard copy to TDC
<https://www.myprofessionallearning.com/page/show/79764>

This is a 3-hour training that you can start and complete before the midterm.

Technical Requirements

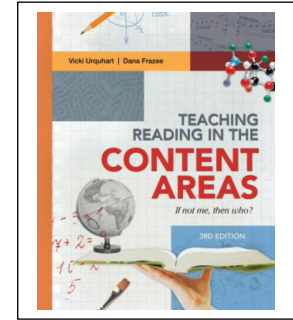
In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.





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Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Grading Policy

Attendance & participation Synchronous and Asynchronous	10%
Reading Responses/Tasks /Quiz	30%
Midterm Exam	20%
Lesson Plans 2	10%
Final	30%
TOTAL	100%



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Assignments

All assignments should be turned in through eLearning by 10:00 P.M. on the due date posted on the schedule (**Monday evening**). Asynchronous students have a participation assignment due Sunday evening (12). All assignments must be typed and double spaced.

1. Attendance/Participation (10%)

Attend class and be prepared to actively participate in group, class discussions, discussion boards, blogs etc. Asynchronous students should complete the video reflection and assignment, which will be embedded in video.

2. Reading Responses (30%)

The readings assigned for each class must be completed before class. You are expected to discuss the main ideas of each reading, how you could apply the information to teaching in your discipline, and questions/comments you may have. **See Reading Response directions**

3. Midterm (20%)

R10 Dyslexia training plus you will develop a TRTW lesson with one of your self-selected content area texts.

Literacy training- Dyslexia: Characteristics, Identification and Effective Strategies

Create account at <https://www.region10.org/>

Complete all modules-Print Certificate-Turn in virtual certificate to professor and hard copy or email to TDC

<https://www.myprofessionallearning.com/page/show/79764>

4. Create a lesson plan for your discipline (10%)

Develop a lesson plan using the TEKS for your discipline, ELPS, and strategies learned in class. (TRTW 5%) & Close Reading (5%)



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5. Final Examination (30%)

The final examination provides you an opportunity to apply all that you have learned. Provided a profile of a typical secondary class, you will design a lesson to teach students to read complex text in your discipline, including strategies for before, during and after reading plus differentiating your instruction and assignments for EL students.

Course Policies

Make-up exams Not available

Extra Credit Not available

Late Work Points will be deducted for late assignments

Special Assignments None

Class Participation Participating weekly in TEAMS or turning in Asynchronous assignment the Sunday following Wednesday’s class.

Classroom Citizenship Be respectful and participate

Academic Calendar

Date	Topic/Lecture	Readings	DUE DATE
MODULE 1: introduction to course: What is Content Area Literacy?			<i>All Reading Assignments are Due Monday by 10PM All Asynchronous participation assignments are due Sunday (12)</i>
W1- Jan 20	Introduce self – Review Syllabus Content area reading and disciplinary literacy	Chall Reading Stages Handout <i>Teaching Content Area literacy and Disciplinary Literacy</i> SEDL insights	Reflection over Readings
W2- Jan 25	Discussion What makes a text complex?	<i>Supporting Students’ movement up the staircase of Text Complexity</i> Elfrieda H. Hiebert	Reflection over Readings Your Reading biography



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Module 2: Academic Language and Supports for different student groups

W3- Feb 1	In what ways can you learn more about students as readers? Qualitative Measures Chart	<p><u>Teaching Reading in the Content Areas If not me, then who? Introduction ix-xxiii</u> Video https://test-learnermedia.pantheonsite.io/series/reading-writing-in-the-disciplines/disciplinary-literacy-big-ideas/tackling-a-scientific-text/?jwsourc=cl</p>	Reflection over Readings
W4- Feb 8	Gradual Release of Responsibility & Academic Language Academic Language Application	<p>https://www.youtube.com/watch?v=cjURdvzty4c&feature=youtu.be <i>Learners Need Purposeful and Systematic Instruction</i> Donna Ross and Nancy Frey & <i>Talk Read Talk Write</i> Nancy Motley in Language Magazine</p>	Reflection over Readings
W5- Feb 15	Talk Read Talk Write	<p>Academic Language -Zwiers Academic Language ELPS <i>Building and activating students' background knowledge: It's what they already know that counts: Teachers must assess and build on the background knowledge students possess</i> Douglas Fisher, Nancy Frey and Diane Lapp</p>	Reflection over Reading
W6- Feb 22	Discussion Talk Read Talk Write & QSSSA	<p><u>Teaching Reading in the Content Areas If not me, then who?</u> Chapter 1</p>	Reading Reflection & TRTW lesson plan



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W7- Mar 1	Midterm take home / TRTW	TRTW https://youtu.be/XYCoK4Vyx_4	Midterm due March 8
W8- Mar 8	TRTW Presentations in class or Video recording if asynchronous		Midterm due March 8
SPRING BREAK MARCH 15-21			
Module 3: Close Reading & Text Dependent Questions			
W9- Mar 22	Close Reading	Close Reading	Reflection over Reading
W10- Mar 29	Text Dependent Questions for one of your students' readings	Close Reading Text Dependent Questions https://youtu.be/5SDIpwVwviI Close Reading in Chemistry	Close Reading Lesson Plan
Module 4: Before, During & After Reading			
W11- April 5	Discussion Before Reading Strategies	Lesson Builder Template /Madeline Hunter article <u>Teaching Reading in the Content Areas If not me, then who?</u> Chapter 3: The Goals and Disposition Gear	Reflection over Reading
W12- April 12	Discussion Before Reading Strategies	<u>Teaching Reading in the Content Areas If not me, then who?</u> Chapter 2: The Strategies Gear Reading Strategies Chart from Part II During	Reflection over Reading
W13- April 19	Discussion During Reading Strategies	Collaborative Conversations https://youtu.be/IMkGWSHxAJA	Reflection over Reading
W14- April 26	Discussion After Reading Strategies	<u>Teaching Reading in the Content Areas If not me, then who?</u> Chapter 4: Creating Literacy Rich Environments Writing	Reflection over Reading



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W15- May 3	Final Review & Discussion Set office hours as needed			Take Home Final Due May 10
Final	Due MONDAY MAY 10			

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Academic Support Resources

The information contained in the following link lists the University’s academic support resources for all students.

Please go to [Academic Support Resources](#) webpage for these policies.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to [UT Dallas Syllabus Policies](#) webpage for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.



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Reading Response/Tasks Directions:

Requirements:

- Responses must be submitted through eLearning by 10:00 PM on the assigned date. Monday before Wednesday's class.

Directions:

1. Response should be typed and doubled spaced with the heading that includes your name, date, title of the reading or chapter and the response strategy you are using (see below).
2. Responses should be approximately 100-150 words.
3. Begin with a brief summary of the reading then select a response strategy to complete your response.
4. You may choose the strategy to use each week as long as you use a different strategy every week.

Response Strategies:

- A question I have about the text (what the author wrote or how the author wrote it)
- This makes me think of... (something that happened to me, something that I read, a movie I saw)
- I don't understand... (something that the author wrote or something about how the author wrote it). How did you overcome and comprehend the reading?
- Create a chart, diagram or map to help you organize ideas and key points from the readings. Explain your organization structure.
- What word, passage or idea is most important? Why?