



EDUC 386: Literacy in the Secondary School
Spring 2024 Section 1: Mondays 5:00-7:50 pm (virtual)
Spring 2024 Section 2: Wednesdays 5:30-8:20 pm (CPS 326)

Instructor Information

Instructor: Dr. Polly Manske

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Office hours:

- Mondays: noon - 2:00pm and 3:00pm - 4:30pm
- Wednesdays: 1:00pm - 4:30pm
- Thursdays: 10:30am - noon and 1:30pm - 3:00pm
- Tuesdays and Fridays: [virtual appointments available](#)

Course Description

The purpose of this course is to explore what it means to understand and know content material at the secondary level. Students will explore issues, research, theory, process, and strategies that constitute literacy in secondary school including a clinical experience. As background, we will consider the history/role of reading methodology and literacy practices. Our major topics/themes will include: disciplinary literacy, literacy strategies with instructional techniques, culturally relevant literacy instruction, collaborative literacy learning in the secondary classroom, and inquiry through a disciplinary lens. We will integrate Wisconsin’s Model Academic Standards and the Common Core Standards for Literacy in the Disciplines into our explorations. **(Includes 10 hours pre-clinical experience.)**

Required Course Materials

[Buehl, D. \(2017\). *Developing readers in the academic disciplines*. Stenhouse Publishers.](#)

[Lent, R. L. C. \(2016\). *This is disciplinary literacy: Reading, writing, thinking, and doing ... content area by content area*.](#)

All other readings and materials will be provided through Canvas.

Course Learning Outcomes

Disciplinary Literacy
<p>Learning Targets:</p> <ul style="list-style-type: none"> • Understand the difference between content area reading (intermediate literacy) and disciplinary literacy. • Identify content standards that directly relate to literacy instruction within your discipline. • Reflect on the current state of literacy instruction in middle school and high school in the content areas. • Understand how students require increasing specialization for literacy development.

- Understand the basic structure of each discipline and what makes each unique.

Literacy Strategies & Instructional Techniques

Learning Targets:

- Empower teachers with struggling/striving readers.
- Design & implement developmentally appropriate learning experiences for students.
- Use multiple methods of assessment to monitor student progress and guide teacher's and student's decision making.
- Plan instruction that supports every student in drawing upon knowledge of content areas, curriculum, and cross-disciplinary skills.
- Use a variety of instructional strategies to develop students' skills and apply knowledge in a meaningful way.
- Understand the variety of instructional strategies available to encourage students to develop a deep understanding of content areas.

Culturally Relevant Literacy Instruction

Learning Targets:

- Understand individual differences and diverse cultural backgrounds to meet student needs.
- Ensure inclusive learning environments that enable all students to meet high standards.
- Connect concepts and use differing perspectives to engage students in critical thinking.
- Provide differentiation for readers with varying reading skills and language including multilingual learners.
- Plan instruction that supports every student in meeting rigorous learning goals.
- Use a variety of instructional strategies to encourage students to develop a deep understanding of content areas and their connections.

Collaborative Literacy Learning in the Secondary Classroom

Learning Targets:

- Understand the importance of collaborative learning as a means of engaging students in learning.
- Determine and distinguish the different types of collaborative learning.
- Create environments that promote active engagement in learning.
- Create environments that support individual and collaborative learning.
- Evaluate the effects of the teacher's choices and actions on students, their families, other educators, and the community.

Inquiry Through A Disciplinary Lens

Learning Targets:

- Understand the tools of inquiry and models of inquiry-based learning.
- Explain how inquiry nurtures disciplinary literacy.
- Create environments that facilitate self motivation.

- Seek appropriate leadership roles to advance student learning, collaborate with students, their families, educators and the community.

Evaluation/Course Requirements

Assignment	Brief Description	Points
Core Text Reflections	During module 1-13 you will reflect on one of the assigned chapters (10 points x 13 submissions).	130
Discussions & Engagement	There are 14 discussions / engagement opportunities throughout the course. Each discussion is worth 10 points (10 points x 14 discussions).	140
Applied Learning Module 1 "Text Audit"	Analyze a core text you currently use or want to use and reflect on its strengths, weaknesses, and instructional implications.	20
Applied Learning Module 2 "Text Annotation & Text Dependent Questions"	Demonstrate your ability to use disciplinary habits of mind while annotating and create text-dependent questions that will support deep student comprehension.	20
Applied Learning Module 3 "Culturally Relevant Text Set"	Create a culturally relevant text set of 6-8 texts that will guide students to deeply understanding a learning objective.	20
Applied Learning Module 4 "Literacy Strategy"	Select an instructional literacy strategy and record a lesson guiding us through implementation.	20
Applied Learning Module 5 "Inquiry Project Planning"	Begin planning for your inquiry project by exploring topics to be investigated, derive research question(s), gather information and sources, create a proposed timeline, and determine how you will present your findings to our class.	20
Applied Learning Module 6 "Rehearsal Moves Demonstration"	Choose a short complex text, or a segment of a longer disciplinary text to demonstrate the rehearsal moves you will model.	20
Applied Learning Module 7 "Adapting Literacy Practices"	Adapt a literacy practice from a different discipline and customize this practice to better fit your texts and disciplinary thinking.	20
Applied Learning Module 8 "Authentic Texts with Purpose"	Find one authentic text you want students (future or preclinical) to read. Reflect on why it is an authentic choice and which of the specific purposes and habits this text would foster.	20

Applied Learning Module 9 "Interpreting Visual Texts"	Apply two or three of the "Questions for Interpreting Visual Text" to a visual of your choice. Determine how the questions helped guide your understanding of the visual through a written reflection.	20
Applied Learning Module 10 "Disciplinary Writing Strategy"	Select a disciplinary writing instructional strategy and record a lesson guiding us through implementation.	20
Applied Learning Module 11 "Revising Inquiry Project"	Reflect on the progress of your inquiry project by responding to the "Plan for Revising Inquiry Project" and revise. Continue working on your inquiry project and your chosen method of presentation to the class.	20
Applied Learning Module 12 "Collaborative Learning Resource"	Create group discussion guidelines (for collaborative learning, group discussions, etc) and/or assessment criteria for collaborative learning/group discussions for future classroom use.	20
Applied Learning Module 13 "Annotated Bibliography for Inquiry Project"	Choose a topic related to your inquiry project to investigate and create an annotated bibliography of five resources around that topic.	20
Applied Learning Module 14 "Disciplinary Literacy Instructional Strategies Collection"	Submit your collection of disciplinary literacy strategies from the semester. Include a written reflection of how the strategies will support literacy learning in your future classroom.	20
Final: Inquiry Project Share Out & Pre-Clinical	Time will be devoted for students to present their inquiry project to the class within their chosen method. (75 points) All students will upload documentation and reflection of completed pre-clinical hours. (50 points)	125
Total Points Possible		675

Inclusivity Statement

It is our 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 our 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 us 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.

Grading Scale

Percentage	Letter Grade	
93-100%	A	PROFICIENT
90-92%	A-	
87-89%	B+	
83-86%	B	
80-82%	B-	
77-79%	C+	Approaching Proficient
73-76%	C	
70-72%	C-	
67-69%	D+	Not there YET
63-66%	D	
60-62%	D-	
0-59%	F	Incomplete

Attendance

EDUC 386 includes all required class sessions. Missing a class session means you are missing an entire week's worth of instruction. The instructor is unable to re-teach the material to students that do not attend course sessions. Occasionally illness or other emergencies make attendance impractical or impossible. In these cases, the instructor may approve of an absence. As a result of any absence, the instructor may provide a make-up assignment and deduct participation points. The following points will be deducted from missing class (at the instructor's discretion).

- One absence: 0 points
- Two absences: 25 points
- Three absences: automatic half letter deduction (e.g., A to a A-)
- Four or more absences: automatic full letter deduction (e.g., A to a B), dispositions meeting, and/or incomplete if absences continue and/or persistent tardiness.

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" below.

Pre-Clinical Experience

EDUC 386 pre-service educators must complete ten hours of pre-clinical experience. Students will engage in opportunities to observe, apply, and reflect on learning during a pre-clinical experience at a local school or organization. Students are asked to save all documentation from the pre-clinical teaching experience to be submitted at the end of the course as a component of the final.

Late Work

Assignments are due on the expected deadline stated in the syllabus. It is expected that all work be submitted in a timely manner. If you are unable to turn in an assignment by the deadline, you must contact your instructor prior to the deadline, and the instructor may allow extensions. Unless prior arrangements are made, late work may result in a zero. These parameters may be adjusted on a case-by-case basis, insofar that students maintain continual contact regarding any or all extenuating circumstances.

Technology Guidelines

Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class unless we are using them as part of our learning. Thank you for following these guidelines, as they help create a positive learning community.

Online Learning and Collaboration Tools: This course may require posting work online that is viewable only by your classmates and instructors. None of the work submitted online will be shared publicly. Some assignments may require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the course instructor. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these learning activities, you are giving consent to sharing 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. You will receive an alternate assignment if you elect not to participate in these online assignments due to confidentiality concerns, you will receive an alternate assignment.

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](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

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 & General Support	Health
Tutoring and Learning Center (TLC) 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 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](#).

Clergy 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 Clergy 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

Module 1: January 22 - January 28	
Core Text Reading	Read Buehl Chapter 1 & complete Core Text Reflection
Discussion	<ul style="list-style-type: none"> • Introductions: Why did you choose to be in education? • Course Overview • What is something you hope to gain from this class or a topic you would like to learn more about related to this course? • Buehl Chapter 1 Parting Thoughts & Talking Points (p. 27)
Mini-Lectures & Explore a Subtopic	Mini-Lectures & complete What→Why→How Organizer Select one supplemental text to read/view & complete 3-2-1 Form
Applied Learning	Text Audit READ: Chapter 2 of Buehl before our next class session.

Module 2: January 29 - February 4	
Core Text Reading	Buehl Chapter 2
Discussion	<ul style="list-style-type: none"> • Text Audit Takeaways • Buehl Chapter 2 Talking Points
Mini-Lectures & Explore a Subtopic	Habits of Mind Annotating Text and Text Dependent Questions
Applied Learning	Text Annotation & Text Dependent Questions Buehl Chapter 2 Core Text Reflection READ: Chapter 3 of Buehl before our next class session.

Module 3: February 5 - February 11	
Core Text Reading	Buehl Chapter 3
Discussion	<ul style="list-style-type: none"> • Text Set Overview • Buehl Chapter 3 Parting Thoughts & Talking Points
Mini-Lectures & Explore a Subtopic	Mini Lectures & complete What→Why→How Organizer Setting a Purpose
Applied Learning	Culturally Relevant Text Set

	Buehl Chapter 3 Core Text Reflection READ: Chapter 4 of Buehl before our next class session.
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Module 4: February 12 - February 18	
Core Text Reading	Buehl Chapter 4
Discussion	<ul style="list-style-type: none"> • Culturally Relevant Text Set Questions • Designing Frontloading • Buehl Chapter 4 Talking Points
Mini-Lectures & Explore a Subtopic	State of Literacy today Engaging Learners in Content Literacy Literacy Assessment in Your Classroom
Applied Learning	Literacy Strategy Buehl Chapter 4 Core Text Reflection READ: Chapter 5 of Buehl before our next class session.

Module 5: February 19 - February 25	
Core Text Reading	Buehl Chapter 5
Discussion	<ul style="list-style-type: none"> • Literacy Strategy Takeaways • Buehl Chapter 5 Talking Points
Mini-Lectures & Explore a Subtopic	Wide Reading Inquiry Based Learning
Applied Learning	Inquiry Project Planning Buehl Chapter 5 Core Text Reflection READ: Chapter 6 of Buehl before our next class session.

Module 6: February 26 - March 3	
Core Text Reading	Buehl Chapter 6
Discussion	<ul style="list-style-type: none"> • Inquiry Project Planning Takeaways • Buehl Chapter 6 Talking Points

Mini-Lectures & Explore a Subtopic	Motivating Students Working Complex Texts
Applied Learning	Rehearsal Moves Demonstration Buehl Chapter 6 Core Text Reflection READ: Chapter 7 of Buehl before our next class session.

Module 7: March 4 - March 10	
Core Text Reading	Buehl Chapter 7
Discussion	<ul style="list-style-type: none"> • Rehearsal Moves Demonstration Takeaways • Buehl Chapter 7 Talking Points
Mini-Lectures & Explore a Subtopic	Close Reading in Disciplinary Literacy
Applied Learning	Adapting Literacy Practices Buehl Chapter 7 Core Text Reflection READ: Chapter 1 of Lent before our next class session (after Spring Break).

Module 8: March 11 - 15 (SPRING BREAK: March 16 - March 24)	
Core Text Reading	N/A
Discussion	N/A
Mini-Lectures & Explore a Subtopic	N/A
Applied Learning	Required meeting to discuss inquiry project - schedule a time with your professor (in person or via Teams).

Module 9: March 25 - March 31	
Core Text Reading	Lent Chapter 1
Discussion	<ul style="list-style-type: none"> • Inquiry Based Learning • Lent Chapter 1 - Making It Relevant
Mini-Lectures & Explore a Subtopic	Developing a Rich Understanding of Disciplinary Literacy

Applied Learning	Authentic Texts with Purpose Lent Chapter 1 Text Reflection READ: Chapter 2 of Lent before our next class session.
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Module 10: April 1 - April 7

Core Text Reading	Lent Chapter 2
Discussion	<ul style="list-style-type: none"> • Authentic Texts with Purpose Takeaways • Lent Chapter 2 Making It Relevant
Mini-Lectures & Explore a Subtopic	Reading Effectively in the Content Areas Supporting English Language Learners
Applied Learning	Interpreting Visual Texts Lent Chapter 2 Text Reflection READ: Chapter 3 of Lent before our next class session.

Module 11: April 8 - April 14

Core Text Reading	Lent Chapter 3
Discussion	<ul style="list-style-type: none"> • Inquiry Project • Lent Chapter 3 Making It Relevant
Mini-Lectures & Explore a Subtopic	Writing in Content Areas
Applied Learning	Disciplinary Writing Strategy Lent Chapter 3 Text Reflection READ: Chapter 4 of Lent before our next class session.

Module 12: April 15 - April 21

Core Text Reading	Lent Chapter 4
Discussion	<ul style="list-style-type: none"> • Lent Chapter 4 Making It Relevant

Mini-Lectures & Explore a Subtopic	Inquiry in Content Areas
Applied Learning	Revisiting Inquiry Project Lent Chapter 4 Text Reflection READ: Chapter 5 of Lent before our next class session.

Module 13: April 22 - April 28

Core Text Reading	Lent Chapter 5
Discussion	<ul style="list-style-type: none"> ● Revisiting Inquiry Project ● Lent Chapter 5
Mini-Lectures & Explore a Subtopic	Academic Language Effective Inquiry in Content Area Classrooms
Applied Learning	Collaborative Learning Resource Lent Chapter 5 Text Reflection READ: Chapter 6 of Lent before our next class session.

Module 14: April 29 - May 5

Core Text Reading	Lent Chapter 6
Discussion	<ul style="list-style-type: none"> ● Writing Revisited ● Collaborative Learning ● Formative Assessment ● Sign ups for Final Presentations ● Lent Chapter 6 discussion
Mini-Lectures & Explore a Subtopic	Disciplinary Writing Revisited Meeting the Needs of Diverse Learners Total Participation Activities
Applied Learning	Annotated Bibliography for Inquiry Project Disciplinary Literacy Instructional Strategies Collection Lent Chapter 6 Text Reflection

Module 15: May 6 - May 10	
Core Text Reading	N/A
Discussion	N/A
Mini-Lectures & Explore a Subtopic	Inquiry Project Presentations
Applied Learning	Pre-Clinical Experience documentation (due: 5.10.24)

FINAL	
Applied Learning	<ul style="list-style-type: none"> • Inquiry Project Presentations (continued)