



EDUC 386-01: Literacy in the Secondary School Syllabus

Monday(4:00 pm- 6:30 pm)

Location: Professional Studies (CPS) 326

Spring Semester 2022

Course Description:

All students deserve the opportunity for high-quality, engaging, and meaningful instruction within a respectful and empowering learning environment that fosters their self-worth and literacy advancement. Without literacy skills, individuals face incredible challenges. EDUC 386 offers an in-depth study of the relationship between “content knowledge, experiences and skills with the ability to read, write, listen, speak, think critically, and perform in a way that is meaningful within the context of a given field (Wisconsin Department of Public Instruction, n.d.)” Specifically, this course focuses on how educators at the secondary level put into action the key literacies of their disciplines (content/subject areas) to ultimately advance the development of lifelong reading habits for adolescent students. The essential question for the course is: “If I taught, yet my students did not learn, did I teach?”

Instructor Information & Office Hours

Instructor: Stacy L.Gray, Ph.D.

Pronouns: She/her/hers

Office: CPS Bldg. Room 449

Email: sgray@uwsp.edu

Office Hours: The instructor welcomes meeting with students at the following times:

- **F2F Office Hours:** Available by appointment anytime. For drop in appointments, I will be in my office on Mondays (3:15-4:00 pm); Tuesdays (3:15-5:45pm), and Wednesdays (3:15-6:15 pm).
- **Virtual Office Hours:** Available for synchronous communication (e.g., phone, Facetime, Zoom) anytime.

Communication with your Instructor

- The instructor will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please resend your email.
- Students should check their email regularly and respond to emails within 24-48 hours. Students are expected to use their UWSP email for communication with the instructor and/or staff. The best way to reach your instructor is by email. When emailing the instructor, students should include their full name, student identification number, course name, section number, and message.



Inclusivity Statement

- As your instructor, I commit to doing my part by keeping myself informed on the most recent research and practices that best support inclusive learning. I intend 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. I intend to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Textbook(s) & Course Materials

Required Course Rental

Lent, R. L. C. (2016). *This is disciplinary literacy: Reading, writing, thinking, and doing... content area by content area*. Corwin Literacy.

**Additional articles will be assigned during class and/or made available in Canvas.*

Additional Helpful Resources Related to Disciplinary Literacy

Buehl, D. (2014). *Classroom strategies for interactive learning* (4th ed.). International Reading Association.

Fisher, D., & Frey, N. (2015). *Text-dependent questions, grades 6-12: Pathways to close and critical reading*. Corwin Literacy.

Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do about it*. Stenhouse Publishers.

Moje, E.B. (2010, April 6). *Disciplinary literacy: Why it matters and what you should do about it* [Video]. Youtube.

<https://lead.nwp.org/knowledgebase/disciplinary-literacy-why-it-matters-and-what-we-sould-do-about-it/>

Wisconsin Department of Public Instruction. (2020). *Wisconsin standards for English language arts*.

<https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ELAStandards2020.pdf>



Course Learning Outcomes

A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience. As a result of EDUC 386, preservice educators will be able to:

- construct a definition of disciplinary literacy.
- understand the purpose of disciplinary literacy
- identify how experts in their content area read, write, speak, and listen
- develop text sets to advance content area learning
- understands the importance of co-related norms in helping students hold themselves accountable for their own and their group's learning
- distinguish between group work and collaborative learning
- recognize the teacher's role in a successful collaborative experiences
- identify the four levels of inquiry
- understand the shifts that must be made to move from a transmission to an inquiry-based model of learning
- identify four types of questions that lead to effective inquiry
- create and facilitate lesson plans using the gradual release of responsibility framework in order to support literacy skills needed in their content area
- plan instruction that effectively bridges curriculum goals and students' experiences.
- understands impact writing has on the brain and learning
- identify writing practices that help engage students with content and make sense of their learning



General Education Program Learning Outcomes

The UWSP School of Education requires adherence to the InTASC Standards below for successful completion of the education program:

- **InTASC Standard # 1 [Learner Development](#):** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **InTASC Standard # 2 [Learning Differences](#):** The teacher understands individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **InTASC Standard # 3 [Learning Environments](#):** The teacher works with others to create environments that support individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation.
- **InTASC Standard # 4 [Content Knowledge](#):** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **InTASC Standard # 5 [Application of Content](#):** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.
- **InTASC Standard # 6 [Assessment](#):** The teacher understands and uses multiple assessment methods to engage learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision-making.
- **InTASC Standard # 7 [Planning for Instruction](#):** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners/community context.
- **InTASC Standard # 8 [Instructional Strategies](#):** The teacher understands and uses various instructional strategies to encourage learners to develop a deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways.
- **InTASC Standard # 9 [Professional Learning and Ethical Practice](#):** The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner./
- **InTASC Standard # 10 [Leadership & Collaboration](#):** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.



Course Structure

This course will be delivered face-to-face and as needed through the course management system Canvas and/or Zoom. You will use your UWSP account to login to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

Attendance

Students unable to attend face-to-face class must notify their instructor and arrange for a member in their class to Zoom them in and/or share their notes. The study team member Zooming in an absent member should sit at the front table and be sure to inform the instructor that their teammate participated in the course session.

Topic Outline/Schedule

The instructor reserves the right to amend the syllabus and adjust the schedule as necessary to respect students' needs. The anticipated weekly topics include the following:

- Week 1: Introduction to the course and disciplinary literacy
- Week 2: Review reading within the disciplines I
- Week 3: Review reading within the disciplines II
- Week 4: Develop a text set
- Week 5: Present a text set
- Week 6: Review writing within the disciplines
- Week 7: Review speaking & listening in the disciplines
- Week 8: Develop a disciplinary literacy lesson plan
- Week 9: Workshop a disciplinary lesson plan
- Week 10: Teach a disciplinary literacy lesson plan
- Week 11: Review inquiry within the disciplines
- Week 12: Review collaborative learning and literacy rich classroom environments
- Week 13: Develop a disciplinary literacy product
- Week 14: Workshop a disciplinary literacy product
- Week 15: Final exam
- Week 16: Final exam



Grading Policies

Completing Assignments

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from the instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

Graded Course Assignments

The instructor will attempt to grade written work within 72 hours of submissions, however longer written assignments may take me longer to read and assess. Each student's participation and performance in class will be evaluated based on the assignments outlined below:

Assignment # 1: Participation & Professionalism	Points	InTASC Standards
Each pre-service teacher will: <ul style="list-style-type: none"> ● show competency in the <i>UWSP Professional Education Program Teacher Candidate Dispositions</i>. (20 pts.) ● participate in the following activities not included in assignments 2-5: <ul style="list-style-type: none"> ○ Submit <i>Student Bio</i> in Canvas by Jan.31. (10 pts.) ○ Submit <i>Study Team Norms</i> in Canvas by Jan.31. (10 pts.) ○ Bring & discuss an authentic text to class on Jan. 31. (20 pts.) ○ Submit 10-hour preclinical reflections in Canvas by May 17 (40 pts.) 	100	3, 4, 7, & 8

Assignment # 2: Disciplinary Literacy within Each Content Area	Points	InTASC Standards
Preservice teachers will: <ul style="list-style-type: none"> ● select, read, and discuss disciplinary literacy articles/resources (i.e., one for each of the following areas: reading, writing, speaking & listening, inquiry learning, and literacy rich classroom environments). ● work in pairs/triads to discuss articles and create a one-page handout highlighting the skills needed in your content area as well as supportive teaching strategies: <ul style="list-style-type: none"> ○ Reading (10 pts.) - due in Canvas on Feb. 7 ○ Writing (10 pts.) - due in Canvas on Feb. 28 ○ Speaking & Listening (10 pts.) - due in Canvas on March 7 ○ Inquiry Learning (10 pts.) - due in Canvas on April 11 ○ Literacy rich classroom environment (10 pts.) - due in Canvas on April 18 	50	3, 4, & 8

Assignment # 3: Chapter Quizzes related to Lent Text	Points	InTASC Standards
Preservice teachers will: <ul style="list-style-type: none"> ● read assigned chapters in <i>This is Disciplinary Literacy</i> (Lent. 2016) and complete the following in-class quizzes: <ul style="list-style-type: none"> ○ Chapter 1 on Jan. 31(10 pts.) ○ Chapter 2 on Feb. 7 (10 pts.) ○ Chapter 3 on Feb. 28 (10 pts.) ○ Chapter 4 on April 11 (10 pts.) ○ Chapters 5 on April 18 (10 pts.) 	50	3, 4, & 8



Assignment # 4:Text Set	Points	InTASC Standards
Preservice teachers will work in pairs or triads to: <ul style="list-style-type: none">● identify two or three learning objectives related to one topic in a content area.● prepare a text set (a group of 4-5 texts) about one topic.● explain their thinking about why they included each text and how each will contribute to supporting students in meeting the learning objectives.● share their textset with content area peers.● complete a self-graded rubric and individual reflection.	50	3, 4, 7, & 8
Assignment # 5: Individual Lesson Plan Rubric	Points	InTASC Standards
Each pre-service teacher will meet with a partner/triad team to: <ul style="list-style-type: none">● design a disciplinary/content area literacy lesson that highlights a specific literacy and/or learning strategy that will help students attain content area skills/understanding.● workshop draft of lesson plan with peers from a different licensure area.● co-teach a hands-on lesson to peers with similar licensure areas.● reflect on the teaching moves in their lessons.● submit a lesson plan with a reflection in Canvas.	50	4, 7, & 8
Final Exam: Disciplinary Literacy Project	Points	InTASC Standards
Preservice teachers will: <ul style="list-style-type: none">● Participate in introduction and work day,● Submit draft of project.● Participate in peer workshop activity.● Submit final product and reflection.	100	3, 4, 7, & 8

Late Work Policy

All EDUC 386 assignments are to be turned in on the designated dates and times. Therefore, students must be sure to pay close attention to deadlines-there will be no make-up assignments or late work accepted without a serious and compelling reason and approval by the instructor. Building rapport and effective relationships are key to becoming an effective educator. Students should make sure that they are proactive in informing their instructors when difficulties arise during the semester so that we can help you find a solution. If a student has trouble keeping up with assignments or other aspects of the course, he/she must let the instructor know as early as possible. Specifically, if a student cannot meet a deadline, he/she should contact the instructor at least 48 hours in advance. Late or missing assignments, if accepted by the instructor, are subject to point deductions at the discretion of the instructor. Furthermore, work that is submitted after the course has been completed will be subject to university policies and procedures related to incompletes.



Attendance

EDUC 309 includes 16 required class sessions. The following points will be deducted from missing class (at the instructor's discretion).

- One absence: 0 points
- Two absences: 5 points
- Three absences: 10 points
- Four or more absences: automatic letter deduction (e.g., A to a B), dispositions meeting, and/or incomplete if absences continue and/or persistent tardiness.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	94 – 100%
A-	90 – 93%
B+	87 – 89%
B	84 – 86%
B-	80 – 83%
C+	77 – 79%
C	74 – 76%
C-	70 – 73%
D+	67 – 69%
D	64 – 66%
D-	60 – 63%
F	< 60%

Pre-clinical Experience

The Wisconsin Department of Instruction (DPI) requires each preservice teacher to have pre-student teaching (clinical) experiences. EDUC 386 pre-service educators must complete TEN hours of clinical experience in which they observe and reflect on their learning. Preservice teachers must conduct themselves in a professional manner (e.g., appropriate and professional dress and language, promptness, and respect for confidentiality). Students are recommended to save all documentation and evaluations from the pre-clinical teaching experiences.



Student Academic Honesty & Procedures

Student Academic Disciplinary Procedures

- UWSP 14.01 Statement of principles
 - The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.
- 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 falsified 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.



Other Campus Policies & Helpful Information

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](#).

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

Commit to Integrity: As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

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.

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](#).

Dropping UWSP Courses: It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Drug-Free Schools and Communities Act: The Drug-Free Schools and Communities Act (DFSCA) requires higher education institutions 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](#)



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 their 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.*

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. Lecture materials and recordings for EDUC 309 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Help Resources

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

[Click here](#) to flag a policy or practice that disproportionately affects marginalized students.



UWSP Service Desk (1st Floor, Albertson Hall): 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 require additional support that I may not be able to provide individually. 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](#).

Emergency Procedures

COVID-19 Pandemic: The health and safety of our students, faculty and staff are top priorities at UW-Stevens Point. We are committed to addressing concerns regarding the 2019 novel coronavirus (COVID-19) and will continue to provide information on how we are slowing the spread on our campus. Students are recommended to watch their UWSP email for updates, or go here for the most updated information: <https://www.uwsp.edu/coronavirus/Pages/default.aspx>

- **Face Coverings:** All students, employees and visitors to any UW-Stevens Point campus or facility are required to wear face coverings when inside campus buildings and enclosed spaces with others outside of your household (e.g., in a UWSP vehicle). This policy is in effect until Feb. 1, 2022, at least because of increasing COVID-19 transmission rates in counties where UW-Stevens Point is located. Please note wearing a mask in face-to-face classes is a UWSP Policy and not up to the discretion of individual instructors. Course sessions cannot take place unless everyone is wearing a face covering. Failure to adhere to this requirement could result in formal withdrawal from the course.
- **Classroom Responsibilities:** Please evaluate your own health status regularly and seek appropriate medical attention to treat illness. If you are not feeling well or believe you have been exposed to COVID-19, stay home; email your instructor and contact Student Health Service (715-346-4646). Additional classroom responsibilities include that students should:
 - communicate their need to be absent and complete course requirements.
 - maintain a minimum of six feet of physical distance from others whenever possible.
 - avoid congregating in groups before or after class.
 - sit in the same seat every day.
 - clean their assigned seating area.
 - maintain healthy practices inside and outside of the classroom (e.g., wash your hands/use appropriate hand sanitizer regularly and avoid touching your face).



- **Personal Daily Health Screening Form:** Students who are not vaccinated and are on campus are required to use the [Daily Symptom Screening Form](#) and be tested every week, beginning in January.
- **COVID-19 Testing:** All unvaccinated students and employees are required to be tested every week, beginning Jan. 1, 2022.

Other Medical Emergencies: In the event of

- a medical emergency, call 9-1-1 or use campus phone. Offer assistance if trained and willing to do so. Guide emergency responders to the victim(s).
- a tornado warning, proceed to the lowest level interior room without window exposure at [list primary location for shelter closest to classroom,]. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools, or large classrooms).
- a fire alarm, calmly evacuate the building. Meet at a designated location at least 200 yards away from the building. Notify instructor or emergency response personnel of any missing individuals.
- an active shooter, RUN. HIDE. FIGHT. If trapped, hide, lock doors, turn off lights, spread out, and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.
- See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency responses at UW-Stevens Point.

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.

Incomplete Policy: Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if agreed upon conditions have been met. All incomplete course assignments must be completed within the instructor's given timeline.

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.

Technology Guidelines: Technology guidelines include the following:

- **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; I will do so as well. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. 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.
- **Videoconferencing:** Zoom may be used for live delivery of regularly scheduled instructional hours on an occasional as-needed basis. Sessions of this course may be recorded by the instructor on an as-needed basis and saved for the viewing of any absent students through the course Canvas site. Furthermore, if arranged with the instructor, the student may participate remotely through Zoom software. This is at the instructor's discretion and is only intended for defined, short-term, approved absences. Students participating via Zoom will interact with the class through audio and video and must be seen and heard by the instructor to be considered "in attendance." Students participating through videoconference should use the required student technology described in UWSP Policies to interact with the instructor and the other students in the course.

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. If 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 [Title IX page](#) for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.



Course Schedule, Topics/Activities, & Homework Assignments

This syllabus, along with course assignments and due dates, are subject to change. Each student is responsible to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in class, on Canvas, in a course announcement, and/or through email.

Week	Date	Topic/Activities	Homework Assignments
			<p>Due: Monday, Jan. 24</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rent/purchase course text. <input type="checkbox"/> Familiarize yourself with the course syllabus, text, and Canvas page.
Week 1	Monday, January 24	<ul style="list-style-type: none"> • Welcome & Introduction to disciplinary literacy and reading in the content areas • Inform about student bios • Review syllabus: readings, assignments, & expectations • Review <i>UWSP Professional Education Program Teacher Candidate Dispositions</i> • Establish study partners/triads & set norms 	<p>Due: Monday, January 31</p> <ul style="list-style-type: none"> <input type="checkbox"/> Submit <i>Student Bio</i> in Canvas. <input type="checkbox"/> Submit <i>Study Team Norms</i> in Canvas. <input type="checkbox"/> Read Lent (2016) <i>Ch. 1 Literacy within the Disciplines</i> (pp., 1-11). <input type="checkbox"/> Bring an authentic text to class and be prepared to share the specific purposes/habits it would foster.
Week 2	Monday, January 31	<ul style="list-style-type: none"> • Review reading within the disciplines I • Share and discuss authentic texts with peers from similar licensure areas • Participate in Ch. 1 (Lent, 2016) quiz 	<p>Due: Monday, February 7</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Lent (2016): <i>Ch. 2 Reading within the Disciplines</i> (pp. 13-58). <input type="checkbox"/> Identify, read, & prepare to discuss an article/resource related to reading skills needed in your subject area and/or teaching strategies to support content learning.
Week 3	Monday, February 7	<ul style="list-style-type: none"> • Review reading within the disciplines II • Discuss article and develop a one-page overview of findings with your partner/triad group • Participate in Ch. 2 (Lent, 2016) quiz 	<p>Due: Tuesday, February 8</p> <ul style="list-style-type: none"> <input type="checkbox"/> Submit a one-page overview (reading in your subject area) in Canvas. <p><i>Note: There are no assigned readings this week. You may want to use this time to identify videos and/or begin your preclinical requirements.</i></p>
Week 4	Monday, February 14	<ul style="list-style-type: none"> • Introduction to the development of text sets • Text complexity • Develop text sets with your partner/triad 	<p>Due: Monday, February 21</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete text set and be prepared to present to peers with a similar licensure area.



W e e k 5	Monday, February 21	<ul style="list-style-type: none"> Present text sets to peers with a similar licensure area 	<p>Due: Monday, February 28</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Lent (2016): <i>Ch. 3 Writing within the Disciplines</i> (pp. 61-102). <input type="checkbox"/> Identify, read, & prepare to discuss an article/resource related to writing skills needed in your subject area and/or teaching strategies to support learning.
W e e k 6	Monday, February 28	<ul style="list-style-type: none"> Review writing within the disciplines Discuss article and develop a one-page overview of findings with your partner/triad group Participate in Ch. 3 (Lent) quiz 	<p>Due: Tuesday, March 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Submit a one-page overview (writing in your subject area) in Canvas. <p>Due: Monday, March 7</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify, read, & prepare to discuss an article/resource related to the speaking and listening skills needed in your subject area and/or teaching strategies to support content learning.
W e e k 7	Monday, March 7	<ul style="list-style-type: none"> Guest speaker: Principal Keith Johnson (Nekoosa High School) Review speaking & listening within the disciplines Discuss article and develop a one-page overview of findings with your partner/triad group 	<p>Due: Tuesday, March 8</p> <ul style="list-style-type: none"> <input type="checkbox"/> Submit a one-page overview (speaking & listening in your subject area) in Canvas. <p><i>Note: There are no assigned readings this week. You may want to use this time to continue working on your preclinical requirements.</i></p>
W e e k 8	Monday, March 14	<ul style="list-style-type: none"> Introduction to the development of a disciplinary literacy lesson Develop a disciplinary literacy lesson with your partner/triad group 	<p>Due: Monday, March 28</p> <ul style="list-style-type: none"> <input type="checkbox"/> Submit the first draft of your disciplinary literacy lesson created with your partner/triad group in Canvas.
W e e k 9	Monday, March 28	<ul style="list-style-type: none"> Workshop disciplinary literacy lesson 	<p>Due: Monday, April 4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Revise lesson and submit in Canvas <input type="checkbox"/> Prepare to teach a disciplinary literacy lesson (e.g., rehearse, make copies, gather materials needed)..
W e e k 10	Monday, April 4	<ul style="list-style-type: none"> Team teach (with partner/triad group) your disciplinary literacy lesson 	<p>Due: Monday, April 11</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Lent (2016): <i>Ch. 4 Inquiry Within the Disciplines</i> (pp. 103-142). <input type="checkbox"/> Identify, read, & prepare to discuss an article/resource related to inquiry learning in your subject area .



<p style="text-align: center;">W e e k 11</p>	<p style="text-align: center;">Monday, April 11</p>	<ul style="list-style-type: none"> • Review inquiry within the disciplines • Discuss article and develop a one-page overview of findings with your partner/triad group • Participate in Ch. 4 (Lent) quiz 	<p>Due Tuesday, April 12</p> <p><input type="checkbox"/> Submit a one-page overview (inquiry in your subject area) in Canvas.</p> <p>Due: Monday, April 18</p> <p><input type="checkbox"/> Read Lent (2016): <i>Ch. 5 Collaborative Learning</i> (pp. 145-184) & Lent (2016): <i>Ch. 6 This is Disciplinary Literacy</i> (pp. 187-200).</p> <p><input type="checkbox"/> Identify, read, & prepare to discuss an article/resource related to developing a literacy rich classroom environment.</p>
<p style="text-align: center;">W e e k 12</p>	<p style="text-align: center;">Monday, April 18</p>	<ul style="list-style-type: none"> • Review collaborative learning and the development of literacy rich classroom environments at the secondary level • Discuss articles and develop a one-page overview of findings with your partner/triad group • Participate in Ch. 5 quizz 	<p>Due: Tuesday, April 19</p> <p><input type="checkbox"/> Submit a one-page overview (literacy rich classroom environment in your subject area) in Canvas.</p> <p><i>Note: There are no assigned readings this week. You may want to use this time to complete your preclinical requirements.</i></p>
<p style="text-align: center;">W e e k 13</p>	<p style="text-align: center;">Monday, April 25</p>	<ul style="list-style-type: none"> • Introduction to final exam project • Work on final project 	<p>Due: Monday, May 2</p> <p><input type="checkbox"/> Submit draft of disciplinary literacy project in Canvas.</p>
<p style="text-align: center;">W e e k 14</p>	<p style="text-align: center;">Monday, May 2</p>	<ul style="list-style-type: none"> • Workshop disciplinary literacy project 	<p>Due: Monday, May 9</p> <p><input type="checkbox"/> Submit final drafts of disciplinary literacy projects in Canvas.</p>
<p style="text-align: center;">W e e k s 15- 16</p>	<p style="text-align: center;">Monday, May 9 (4-6:30 pm) & Tuesday, May 17 (5-7pm)</p>	<ul style="list-style-type: none"> • Present final disciplinary literacy projects 	<p>Due: Monday, May 17</p> <p><input type="checkbox"/> Submit preclinical hours and reflection.</p>



Professional Learning Opportunity:

- **Tommy G. Thompson Speaker Series Event** :Academic Freedom in the Digital Age, Thursday, April 14;2022 at 5-7pm, Location: DUC Theater
 - “Learn more about academic freedom as two international scholars share their first-hand experiences of hope, resilience, global interconnectedness and desire for a more open and equitable future.They will be joined by the director of the Scholar Rescue Fund who has impacted academic freedom all over the world.”

All UWSP students, faculty and community members are encouraged to sign up for this free event.You can register here: <https://www.eventbrite.com/e/academic-freedom> .We are very excited to offer this event free of charge and we are hopeful that a large number of faculty, staff and students will attend this important event. Students may use this two hour event as part of their preclinical hours. Specifically, preservice educators will reflect on how you can apply what you learned through the presentation in order to offer your future students meaningful, equitable, and inclusive learning opportunities.

Free Campus-Community Event
**ACADEMIC FREEDOM
IN THE DIGITAL AGE**





Amna Afreena, Ph.D.
Former Fellow at Harvard University
and Georgetown University



Fahmidul Haq, Ph.D.
Bard College, Visiting Professor of
Experimental Humanities



James Robin King
Institute of International Education
Director of Scholar Rescue Fund

Thursday, April 14 • 5-7 p.m.
Dreyfus University Center Theater
UW-Stevens Point

Learn more about academic freedom as a two international scholars share their first-hand experiences of hope, resilience, global interconnectedness and desire for a more open and equitable future. They will be joined by the director of the Scholar Rescue Fund who has impacted academic freedom all over the world.

Registration
Limited space! Reserve your free spot at
uwspacademicfreedom.eventbrite.com

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Erin Redman, Ph.D.



Lynda Fernholz, Ph.D.



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