



EDUC 715: Application and Analysis of Reading Instruction

Professor: Jenna Cramer, Ed.D. jcramer@uwsp.edu Office Hours By Appointment

Course Description

The purpose of this course is to explore what it means to apply and analyze reading instruction at the secondary level. As background, we will investigate issues in secondary literacy education. Our major topics/themes will include: disciplinary literacy, response to intervention in the multi-tiered system of support model, and the reading and writing connection. We will integrate Wisconsin's Model Academic Standards and the Common Core Standards for Literacy in the Disciplines into our explorations.

Required Course Materials

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

All other readings and materials will be provided through Canvas.

Course Learning Outcomes

Overview of Issues in Secondary Literacy

Learning Targets:

- Design & implement developmentally appropriate learning experiences for students.
- 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.
- Empower teachers to meet the needs of all students through purposeful instruction.
- Understand individual differences and diverse cultural backgrounds to meet students' literacy needs.

Disciplinary Literacy

Learning Targets:

- Understand the difference between content area reading (intermediate literacy) and disciplinary literacy.
- Understand how students require increasing specialization for literacy development.
- Understand the basic structure of each discipline and what makes each unique.
- Use a variety of instructional strategies to encourage students to develop a deep understanding of content areas and their connections.
- Provide scaffolding of text before, during, and after reading instruction.

Response to Intervention in MTSS

Learning Targets:

- Identify students that need additional instruction (Tier 2 or 3).
- Identify research-based interventions based on students' needs.
- Appropriately match research-based interventions to learners' needs.
- Engage in co-teaching to support differentiation and accommodations (Tier 1 and 2).
- Ensure inclusive learning environments that enable all students to meet high standards.
- Use multiple methods of assessment to monitor student progress and guide teacher's and student's decision making.

The Reading Writing Connection

Learning Targets:

- Understand the inter-related connection between secondary reading and writing for planning authentic instruction in the content areas.
- Connect reading and writing concepts to meet rigorous learning goals.
- Use a variety of reading and writing strategies to engage students in active learning.
- Provide differentiation for readers with varying reading, writing and language skills including multilingual learners.
- Understand the importance of feedback in developing writers' skills in a variety of content areas.

Evaluation/Course Requirements

Assignment	Brief Description	Points
Core Text Reflections	During module 1-13 you will reflect on one of the assigned chapters/texts (10 points x 13 submissions).	130
Discussions	There are 14 discussions 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 “RTI in a MTSS Model Reflection”	Based on your current context, share how response to intervention is provided in your school/district. Based on our coursework, are students’ needs being met through a multi-tiered system of support? With regards to MTSS: What does your school/district do well? What are areas for improvement?	20
Applied Learning Module 8 “Identifying Appropriate Interventions”	Decide on one component of reading (e.g., phonics, fluency, comprehension). For each tier of support, think about one intervention that you (or personnel at your district/school) could implement for students at that level. For each tier of support, think about how you would recognize/identify students who would need that level of support.	20
Applied Learning Module 9 “Case Study Evaluation”	After analyzing a case study (in your current school/district or a sample case study provided to you) make a suggestion for intervention(s) based on the Institute of Education Sciences (IES) evidence-based recommendations.	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 “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 “Learning Portfolio”	Based on the four course learning outcomes purposely select evidence from this course to demonstrate understanding of learning targets. Include a written reflection of how the selected evidence demonstrates understanding of the course’s learning targets.	20
Final: Inquiry Project Share Out	Time will be devoted for students to present their inquiry project to the class within their chosen method.	100
Total Points Possible		650

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

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

Attendance

Class is 100% online asynchronous, with no formal meeting time. I am available to meet on Zoom by appointment. You will engage in online collaborative discussions. Your participation must be spread over several days, and you are encouraged to interact with as many of your colleagues as possible to encourage our professional growth as a class.

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

Your punctual participation and completion is a reflection of your professionalism. However, we understand that you have a life beyond this course, and that unexpected problems or crises can interfere with your attendance or assignments. In general, the best policy is to contact the instructor before an online response or an assignment is late. Extensions may be granted at the discretion of the instructor. All late work, if allowed, is subject to point deductions at the discretion of the instructor. Furthermore, work that is submitted after the course has been completed is subject to university policies and procedures related to incompletes.

Technology Guidelines

You will need internet access to complete this course. This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of 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. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

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 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 to 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 Clery 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: September 6 - September 11	
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-Lecture & complete What→Why→How Organizer Select one supplemental text to read/view & complete 3-2-1 Form
Applied Learning	Text Audit

Module 2: September 12 - September 18	
Core Text Reading	Read Buehl Chapter 2 & complete Core Text Reflection
Discussion	<ul style="list-style-type: none"> ● Text Audit Takeaways ● Buehl Chapter 2 Parting Thoughts & Talking Points (p. 74)
Mini-Lectures & Explore a Subtopic	Mini Lecture & complete What→Why→How Organizer Select one supplemental text to read/view & complete 3-2-1 Form
Applied Learning	Text Annotation & Text Dependent Questions

Module 3: September 19 - September 25	
Core Text Reading	Read Buehl Chapter 3 & complete Core Text Reflection
Discussion	<ul style="list-style-type: none"> • Text Annotation & Text Dependent Questions Takeaways • Buehl Chapter 3 Parting Thoughts & Talking Points (p. 122)
Mini-Lectures & Explore a Subtopic	Mini Lecture & complete What→Why→How Organizer Select one supplemental text to read/view & complete 3-2-1 Form
Applied Learning	Culturally Relevant Text Set

Module 4: September 26 - October 2	
Core Text Reading	Read Buehl Chapter 4 & complete Core Text Reflection
Discussion	<ul style="list-style-type: none"> • Culturally Relevant Text Set Takeaways • Buehl Chapter 4 Parting Thoughts & Talking Points (p. 166)
Mini-Lectures & Explore a Subtopic	Mini Lecture & complete What→Why→How Organizer Select one supplemental text to read/view & complete 3-2-1 Form
Applied Learning	Literacy Strategy

Module 5: October 3 - October 9	
Core Text Reading	Read Buehl Chapter 5 & complete Core Text Reflection
Discussion	<ul style="list-style-type: none"> • Literacy Strategy Takeaways • Buehl Chapter 5 Parting Thoughts & Talking Points (p. 226)
Mini-Lectures & Explore a Subtopic	Mini-Lecture & complete What→Why→How Organizer Select one supplemental text to read/view & complete 3-2-1 Form
Applied Learning	Inquiry Project Planning

Module 6: October 10 - October 16	
Core Text Reading	Read Buehl Chapter 6 & complete Core Text Reflection

Discussion	<ul style="list-style-type: none"> ● Inquiry Project Planning Takeaways ● Buehl Chapter 6 Parting Thoughts & Talking Points (p. 277-278)
Mini-Lectures & Explore a Subtopic	<p>Mini-Lecture & complete What→Why→How Organizer</p> <p>Select one supplemental text to read/view & complete 3-2-1 Form</p>
Applied Learning	Rehearsal Moves Demonstration

Module 7: October 17 - October 23	
Core Text Reading	Read Buehl Chapter 7 & complete Core Text Reflection
Discussion	<ul style="list-style-type: none"> ● Rehearsal Moves Demonstration Takeaways ● Buehl Chapter 7 Parting Thoughts & Talking Points (p. 303)
Mini-Lectures & Explore a Subtopic	<p>Mini-Lecture & complete What→Why→How Organizer</p> <p>Select one supplemental text to read/view & complete 3-2-1 Form</p>
Applied Learning	RTI in a MTSS Model Reflection

Module 8: October 24 - October 30	
Core Text Reading	Read Lent Chapter 1 & complete Core Text Reflection
Discussion	<ul style="list-style-type: none"> ● Adapting Literacy Practices Takeaways ● Lent Chapter 1 Making It Relevant (p. 11)
Mini-Lectures & Explore a Subtopic	<p>Mini-Lecture & complete What→Why→How Organizer</p> <p>Select one supplemental text to read/view & complete 3-2-1 Form</p>
Applied Learning	Identifying Appropriate Interventions

Module 9: October 31 - November 6	
Core Text Reading	Read Lent Chapter 2 & complete Core Text Reflection
Discussion	<ul style="list-style-type: none"> ● Authentic Texts with Purpose Takeaways ● Lent Chapter 2 Making It Relevant (p. 59)
Mini-Lectures & Explore a Subtopic	Mini-Lecture & complete What→Why→How Organizer

	Select one supplemental text to read/view & complete 3-2-1 Form
Applied Learning	Case Study Evaluation

Module 10: November 7 - November 13	
Core Text Reading	Read Lent Chapter 3 & complete Core Text Reflection
Discussion	<ul style="list-style-type: none"> • Interpreting Visual Texts Takeaways • Lent Chapter 3 Making It Relevant (p. 101)
Mini-Lectures & Explore a Subtopic	Mini-Lecture & complete What→Why→How Organizer Select one supplemental text to read/view & complete 3-2-1 Form
Applied Learning	Disciplinary Writing Strategy

Module 11: November 14 - November 20	
Core Text Reading	Read Lent Chapter 4 & complete Core Text Reflection
Discussion	<ul style="list-style-type: none"> • Disciplinary Writing Strategy Takeaways • Lent Chapter 4 Making It Relevant (p. 143)
Mini-Lectures & Explore a Subtopic	Mini-Lecture & complete What→Why→How Organizer Select one supplemental text to read/view & complete 3-2-1 Form
Applied Learning	Revisiting Inquiry Project

THANKSGIVING / NATIVE AMERICAN HERITAGE BREAK: November 21 - November 27	
Core Text Reading	N/A
Discussion	N/A
Mini-Lectures & Explore a Subtopic	N/A
Applied Learning	Optional meeting to discuss inquiry project - schedule a time with your professor through email.

Module 12: November 28 - December 4	
Core Text Reading	Read Lent Chapter 5 & complete Core Text Reflection
Discussion	<ul style="list-style-type: none"> ● Revisiting Inquiry Project Takeaways ● Lent Chapter 5 Making It Relevant (p. 185)
Mini-Lectures & Explore a Subtopic	Mini-Lecture & complete What→Why→How Organizer Select one supplemental text to read/view & complete 3-2-1 Form
Applied Learning	Collaborative Learning Resource

Module 13: December 5 - December 11	
Core Text Reading	Read Lent Chapter 6 & complete Core Text Reflection
Discussion	<ul style="list-style-type: none"> ● Collaborative Learning Resource Takeaway ● Lent Chapter 6 Core Text Reflection Share Out
Mini-Lectures & Explore a Subtopic	Mini-Lecture & complete What→Why→How Organizer Select one supplemental text to read/view & complete 3-2-1 Form
Applied Learning	Annotated Bibliography for Inquiry Project

Module 14: December 12 - December 18	
Core Text Reading	Read for Annotated Bibliography
Discussion	<ul style="list-style-type: none"> ● Annotated Bibliography for Inquiry Project Takeaways ● Learning Portfolio Discussion
Mini-Lectures & Explore a Subtopic	Mini-Lecture & complete What→Why→How Organizer Select one supplemental text to read/view & complete 3-2-1 Form
Applied Learning	Learning Portfolio

FINAL: December 19, 2022	
Applied Learning	<ul style="list-style-type: none"> ● Inquiry Project Share Out