EDUC 743
Creating Strategic Readers Across All Contents
University of Wisconsin – Stevens Point
Summer 2024

Instructor:
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Course Description

The purpose of this course is to explore what it means to understand and know content material at the secondary level. As background, we will consider the history/role of reading methodology and literacy practices. Our major topics will include the exploration of vocabulary and comprehension, professional perspectives related to learning in multiple disciplines, and current issues in secondary schools. We will also discuss formative literacy assessments and strategies for assisting students to deepen their understanding of content material. We will integrate Wisconsin's Model Academic Standards and the Common Core Standards for Literacy in the Disciplines into our explorations.

Required Course Materials

Buehl, D. (2017). *Developing readers in the academic disciplines*. Stenhouse Publishers.
All other readings and materials will be provided through Canvas.

Evaluation/Course Requirements

Assignment	Brief Description	Points
Core Text Reading Reflection	During modules 1, 2, 3, 4, you will reflect on one of the assigned chapters (10 points x 4 submissions).	40
Discussion	There are four discussions throughout the course. Each discussion is worth 10 points, 6 points for your original response, and 4 points for two peer responses. (10 points x 4 submissions).	40
Applied Learning Module 1 "Reader Identify"	Complete a Reader Profile like the one found on page 15 in your text, *Developing Readers in the Academic Disciplines*. Please create a visual example of your profile. Also, include a written response to the following reflection questions: How do you think your own literacy identity was molded by your school experiences and the instruction you received? How might your profile look different if you were in a classroom that was guided by the current standards?	20
Applied Learning Module 2 "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 3 "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 4 "Text Set"	Create a text set of 6-8 texts that will guide students to deeply understanding a learning objective. **OR**	20
Applied Learning Module 4 "Annotated Bibliography for Mini-Inquiry"	Participants choose a subtopic of relevance to investigate and create an annotated bibliography of five resources around that topic. *You will choose one of the applied learnings for your last project.*	20
	Total Points Possible	160

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. 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.

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. Late work may be subject to a 25% deduction from the assignment score.

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 and 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: June 24-June 30: Reading Identity and the Importance of Disciplinary Literacy	
Core Text Reading	Read Buehl Chapter 1 and complete Core Text Reflection
View Mini-Lectures & Explore a Subtopic	View Mini Lecture 1A (Standards) and Mini Lecture 2 (Disciplinary vs. Intermediate Literacy) and complete What→Why→How Organizer Select one supplemental text to read/view & complete 3-2-1 Form (optional for extended learning)
Discussion	Discussion #1 Introductions & Reflection on Current Status
Applied Learning	Reader Identity

Module 2: July 1- July 7: Text Complexity	
Core Text Reading	Read Buehl Chapter 2 and complete Core Text Reflection
View Mini-Lectures & Explore a Subtopic	View Mini Lecture 1B (Text Complexity) & complete What→Why→How Organizer Select one supplemental text to read/view & complete 3-2-1 Form(optional for extended learning)
Discussion	Discussion #2
Applied Learning	Text Audit

Module 3: July 8-July 14: Bridging the Gap	
Core Text Reading	Read Buehl Chapters 3 and 4 & complete Core Text Reflection
View Mini-Lectures & Explore a Subtopic	View Mini Lectures 3 (Vocabulary) and 4 (Comprehension) & complete What→Why→How Organizer Select one supplemental text to read/view & complete 3-2-1 Form (optional for extended learning)
Discussion	Discussion #3
Applied Learning	Text Annotations & Text Dependent Questions

Module 4: July15- July 19: Tools of Inquiry	
Core Text Reading	Read Buehl Chapter 5 & 6 & & 7 and complete Core Text Reflection on one of the chapters
View Mini-Lectures & Explore a Subtopic	View Mini Lectures 5 (Close Reading and Purpose) and 6 (Culturally Relevant Text Set) & 7 (Inquiry) complete What→Why→How Organizer Select one supplemental text to read/view and complete 3-2-1 Form (optional for extended learning)
Discussion	Discussion #4 and Discussion #5
Applied Learning	Text Set OR Annotated Bibliography for Mini Inquiry