



Summer 1: 2025
(Term dates: June 2, 2025-July 5, 2025)
School of Education
The University of Texas at Tyler

Syllabus READ5305.060
Teaching Disciplinary Literacy to Adolescents
100% Online 3 Credits – (50118)

Last Day to Withdraw from Course: Summer I: Wednesday, June 24, 2025

A. Instructor Information

Name: Joanna L. Neel, Associate Professor, Literacy
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 4:00-5:30pm. Email me to arrange: I will send you a Zoom link.

B. Course Description

From the catalog: *“Examination of the research, policy, and effective practices aimed at preparing adolescents for the reading, writing, and thinking required by advanced disciplinary coursework.”*

C. Course Rationale and Knowledge Base(s)

This graduate level course builds upon the knowledge base and experiences gained in prior graduate and/or undergraduate coursework addressing language and literacy development issues. Particular focus is placed on the integration of the language arts (reading, writing, listening, and speaking) within and across disciplines such as science, mathematics, and social studies.

Course content incorporates the International Literacy Association (ILA) as well as the Texas Examination of Educator Standards (TExES) standards for the preparation of reading specialists/literacy coaches.

ILA standards pertain primarily to elements of Standard 1: Foundational Knowledge; Standard 2: Curriculum and Instruction; and Standard 5: Literate Environment.

TExES Standards pertain primarily to Domain 2: Instruction and Assessment-Components of Literacy, Domain 3: Instruction and Assessment: Resources and Procedures, and Domain 4: Professional Knowledge and Leadership.

D. Student Learning Outcomes (SLO) Aligned with State and National Standards and Assessments

#	Learning Outcome	ILA Standards	Texas Examination of Educator Standards	Assessment
SLO 1	Develop a deeper understanding of the theoretical and research foundations of language and literacy processes that support instruction in content area classrooms.	ILA 1.3*; ILA 2.1 (SLO 1) & ILA 5.4**	Domain 4	**Weekly Learning Journal (readings and discussions) *1.3 Rationale Text Set- Student provides section for theoretical support (see Wk2). *1.3 Rationale Text Set – Student provides section on historical views of reading instruction for adolescents (see Wk1).
SLO 2	Apply research-based approaches, methods, and materials for designing, implementing, and evaluating instruction to promote effective reading, writing, and content learning.	ILA 2.2* ILA 2.3** ILA 1.3** ILA 2.4***	Domain 2	*Text Set: ILA 2.2 candidates design a “text set” using multimodal texts that include both informational as well as narrative texts. Candidates specifically choose a collection of short, high interest texts (e.g., images, videos, music, articles, chapters, poems) that they will use in designing activities to inform and engage secondary level students in a topic related to content area disciplines. **Strategy Re-Design ** ILA1.3Text Set: Student provides section on evidence-based vocabulary acquisition and use (see Wk3) *** ILA2.4 Strategy Redesign: Model in small groups
SLO 3	Gain knowledge and experience in developing and implementing integrated literacy units, lessons, methods, and materials aimed at improving content area teaching and learning.	ILA 2.1 (SLO 3)	Domain 2 & Domain 3	Text Set*; Strategy Re-Design**
SLO 4	Gain knowledge and skill in differentiating instruction for all students, including those with varied literacy levels, socio-cultural, and linguistic backgrounds.	ILA 4.1*; **	Domain 3	Weekly Learning Journal (readings and discussion); *Text Set; Strategy Re-Design

				**Diversity section in Text Set Rationale (see Gay, 2018, Ch. 5)
SLO 5	Develop an understanding of the research foundations for classroom management practices that best serve adolescent learners.	ILA 5.4*	Domain 1	Weekly Learning Journal (readings and discussion); *Strategy Re-Design

E. Course Projects, Evaluation and Grading: The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

Tasks, and Points/Percentages (T=100 points=100%)

- a. **Bolded** and underlined numerals are what add up to **100 points**
- b. Course grade is calculated on total *percentage* (%) of overall grade.
- c. Grades available to you through Canvas online grade center
- * E-learning Activities. Including for example such activities as Meet & Greet; Readings Discussions; and other activities **25 points (25/25=100%)**
- *Strategies Re-Design Project **30 points (30/30=100%)**
- *Library Lessons & Quizzes **10 points (10/10=100%)**
- *Text Set (30) **30 points (30/30=100%)**
- *Portfolio Update or Structured Reflection **5 points (5/5=100%)**

Performance standards			
Points	Percent	Grade	Standard
93-100	93%	A	Superior
84-92	84%	B	Above Average
75-83	75%	C	Average
66=74	66%	D	Below Average
00-65	65% or below = "F"	F	Mediocre

F. Two Required Texts, Materials/Supplies, and Related Readings

Get the editions noted. All readings and course expectations are based on the noted edition and not an earlier one.

#1) Fisher, D. & Frey, N. (2020). *Improving adolescent literacy: Content area strategies at work*, (5th edition). Pearson.

ISBNs and link updated to reflect 2020, 5th edition:

ISBN-10 : 0135180872

ISBN-13 : 978-0135180877

https://www.amazon.com/Improving-Adolescent-Literacy/dp/0135180872/ref=sr_1_2?crid=301LS4EHB4B5F&dchild=1&keywords=fisher+and+frey&qid=1622924141&s=books&sprefix=fisher+and+%2Cstripbooks%2C187&sr=1-2

(get paperback or kindle; do not get supplemental digital package).

#2) Stobaugh, R. (2019). *Fifty strategies to boost cognitive engagement: Creating a thinking culture in the classroom*. Solution Tree Press.

ISBN: 9781947604773

<https://www.amazon.com/Fifty-Strategies-Boost-Cognitive-Engagement/dp/1947604775>

(get paperback or kindle; do not get supplemental digital package).

UT-Tyler Bookstore & Finding your Textbooks:

- Homepage: <https://uttyler.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=65060&catalogId=10001>
 - Click on upper tab that says "Textbooks" -- that will take you to a pull-down menu that says "Find Textbooks"
 - The "Find Textbooks" click will take you to a page with four columns.
 - You will see four columns -- one for Term (choose Summer 2018); one for Department (choose READ); one for Course (choose one you are enrolled in e.g. 5305); and, last, one for Section (usually only one choice -- but if there is more than one section, be sure you click on the section in which you are enrolled).

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Excellent E-Book available at our library:

Hinchman, K. A., Appleman, D. A. (Eds.) (2017). *Adolescent literacies: A handbook of practice-based research*. New York: Guilford.

➤ Link to e-book at UT-Tyler Muntz Library:

<http://uttyler.eblib.com.ezproxy.uttyler.edu:2048/patron/FullRecord.aspx?p=4717769>

NOTE: Faculty and students will have to log in to their Patriots accounts to get access since it is an EBL ebook. That's even if you have already logged into a library database.

Muntz Library <http://www.uttyler.edu/library/>
phone: 903-566-7343 or library@uttyler.edu .



Live Chat with a librarian: LibChat can be found on our homepage (uttyler.edu/library) below the search box in a gray box titled "Chat Online".

REQUIRED and FREE:

Articles/chapters from various professional journals: Various articles pertinent to weekly topics, written by experts in various disciplinary area, as instructed in weekly modules.

Professional journals include (but not limited to) the following:

<i>Journal of Adolescent & Adult Literacy</i> <i>The Reading Teacher</i> <i>Language Arts</i> <i>Voices from the Middle</i> <i>English Journal</i> <i>Reading & Writing Quarterly</i> <i>Reading Improvement</i> <i>Library Media Connection</i> <i>Harvard Educational Review</i>	<i>Mathematics Teacher</i> <i>Mathematics Teaching in the Middle School</i> <i>Middle School Journal</i> <i>Science Scope</i> <i>The Science Teacher</i> <i>Journal of Science Teacher Education</i> <i>Journal of American History</i> <i>OAH Magazine of History</i> <i>Educational Leadership</i>
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PROFESSIONAL ORGANIZATION MEMBERSHIP

Looks great on a resume!

A student membership is very inexpensive in your content area's national professional organization:

National **Science** Teachers Association (NSTA) <http://www.nsta.org/membership/student.aspx>

National Council of Teachers of **Mathematics** (NCTM) <http://www.nctm.org/membership/>

National Council of Teachers of **English** (NCTE) <https://secure.ncte.org/store/individual-membership>

National Council of Teachers of **Social Studies** (NCTSS)

<http://www.socialstudies.org/membership>

National Association for Sport and Physical Education

<http://www.playgroundprofessionals.com/encyclopedia/n/national-association-sport-and-physical-education>

National Association for Music Educators <http://www.nafme.org>

National Association for Art Educators <http://www.arteducators.org>

A membership in your discipline's national organization will give you access to your Specialized Professional Associations (SPA) guidelines, policy statements, standards, position statements, lesson plans, journals, invitations to professional engagement, and much more (NCTE, NCTM, etc.).

You may also join International Literacy (Reading) Association ([ILA](http://www.ila.org/) /formerly IRA)

<http://www.reading.org/General/Default.aspx> – which is very teacher friendly – at all levels and through all content areas.

SOME ADDITIONAL RESOURCES

Access *ERIC* - a non-peer-reviewed, free database of educational research <http://www.eric.ed.gov>

American Association for School Librarians – Best Websites for Teaching and Learning.

<http://www.ala.org/aasl/guidelinesandstandards/bestlist/bestwebsites25>

EduTopia: What Works in Education. The George Lucas Foundation <http://www.edutopia.org/>

Top Ranked Websites for Teachers: <http://websites4teachers.com/>

Texas Essential Knowledge and Skills (TEKS): <http://www.tea.state.tx.us/teks>

TEA's Clearinghouse for Best Practices: <http://www.tea.state.tx.us/bestprac/>

Recommend that you Bookmark:

*UT-Tyler student portal (e.g. Canvas, Bookstore, etc.): <https://www.uttyler.edu/students/>

G. Assignment Descriptions & Course Policies

#1) E-learning DISCUSSIONS and other activities (25/25=100% grades taken incrementally)

Description: As graduate students, it is critical that you read deeply and engage in a productive and collegial manner with your professional community (us) in order to grow. Through weekly assigned opportunities for asynchronous (and possibly sometimes synchronous) activities.

Guidelines for all discussions:

Because this is a graduate level course, expectations are high for active engagement and substantive contributions to class activities—with timely completion of readings and related activities—and critical to the teaching-learning process. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking critical questions (of the readings, of yourself, of colleagues), collaborating with others asynchronously, and exploring implications and applications of knowledge gained for your own professional work.

When responding to assigned readings or activities via discussion forums, I suggest using the following questions as a *general guide for organizing your responses*:

- a. What are the main point(s) made or issue(s) raised in the assigned readings?
- b. What are some of your own connections to the readings via your life experiences, your observations, your readings or viewings of other text/film/media?
- c. What are the strengths and weaknesses (or limitations) of the main points outlined, arguments made, or solutions provided?
- d. In what ways will the knowledge gained from the assigned reading(s) or activities help you enhance your role and/or work as a classroom teacher, reading specialist, or literacy coach?
- e. What are you thinking about *differently* as a result of this/these reading(s)? What questions does it raise for you?

#2) Strategies Re-Design 20 points (20/20=100%)

Description: You will (Re)Design a set of 5 ready-to-go disciplinary literacy strategies for your content area based solely on the Stobaugh (2019) book, for the *teaching of adolescents*. You will find strategies that engage students along the Bloom's taxonomy scale using talk, reading, writing/note-taking/annotating, vocabulary/word work, and more. You will **adapt** an array of all these for your content area for adolescent learners. You will **model** one of your ReDesigned Strategies for other class members. **Specific instructions to follow.**

#3 Library Lessons and Quizzes 10 points (10/10=100%)

Description: In the early part of the course you will take six library lessons and their quizzes to ready you for competently selecting multimodal, authentic, and varied texts for your Text Set described below. **Specific instructions to follow.**

#4) TEXT SET 30 points 30/30=100%

The Text Set: In order to *help* **adolescent** students to develop areas of interest/motivation/engagement in your discipline (e.g. *care* about what they are being taught), you will **design, select, and assemble** a "Text Set" that you could use in your classroom if you teach adolescents OR that you could share with a teacher of teens whom you are coaching. This will be a 30+ page document that you will upload to an Assignment folder in Canvas. **Specific instructions to follow.**

Around a theme or topic you will

- select several short, high interest, reader-friendly, authentic texts/excerpts and develop a multi-day, in-class engagement using your Text Set. These are not textbook pages, nor are they PowerPoint slides. The texts you select should be **real-world** and **highly interesting to adolescent students**.
- Incorporate directions for specific literacy strategies that you discover through the course's lectures, readings, and videos.

Your aim will be threefold:

- Help adolescent students find a way *into* a discipline – maybe by helping a teacher of adolescents...
- Help adolescent students to understand a concept leading to the application of that learning.

#5) Portfolio Update or Structured Reflection--(5 points 5/5=100%)

Description:

1. M.Ed. in Reading candidates: Program portfolio update.
2. M.Ed. in C&I candidates: Structured reflection.

M.Ed. in Reading candidates: Program portfolio update.

This course assignment is designed to assure that you successfully and competently build your Wix Program Portfolio the goal of which is to show ways in which your work in this program has enabled you to provide evidence, aligned with state and national standards, of your preparation to become a literacy leader. The successful completion and presentation of your portfolio is a requirement for graduation from this program. Creating your portfolio will be an incremental process spanning the entirety of your time at UT Tyler. That is, this assignment is present in each course in your Masters in Education Reading program. In each course, including this one, you will

- (1) select your artifact from work accomplished this semester;
- (2) select a national standard and a state standard about which this artifact is evidence of your mastery (see examples in the Canvas Organization M.Ed. in Reading);
- (3) write a paragraph describing the assignment;**
- (4) write a paragraph that explains, specifically, how and why your artifact is proof that you meet those particular national and state standards.**

M.Ed. in C&I candidates: Structured reflection.

This final course assignment asks you to consider your learning(s) from the course readings, lectures, interactions with classmates, and videos.

Address in 500-1000 words:

In what ways will the research, theories, and strategies awareness that we've studied help you build your own practice, in helping adolescents or helping teachers who teach adolescents, going forward? But, **be specific**.

And, because it is *a reflection*, you are being asked ***to reflect*** – **not summarize**.

Therefore, your reflection should address your own growth in this class, and how you will proceed in the future to help *adolescents* develop their own literate lives.

Sentence Beginners: A sentence stem such as "I used to think....; but now I know....." can be a helpful starting point. Or, "I used to be so certain about....., but now I'm thinking more about....." could be a way to begin your process of reflection.

FULL TENTATIVE COURSE SCHEDULE

Important notes

- *The instructor reserves the right to change assignments and due dates to meet the needs of the class.
- *Details will be posted in each module for each week's activities.
- *The module for a given week is the final version of any given week's assignments and due dates.
- *One week=one module.
- *I will have each week's module up BY Monday at 5pm.
- *A "week" starts on Monday and ends on Sunday night.
- *All student work for a given week is due the following **Sunday BY 11:59pm**
- ***EXCEPTION IS WEEK 5 – CAREFULLY NOTE DUE DATES IN WEEK 5.**

Google doc: Texas Requirements 2ndary & All-level teachers by week and content

Week	Module & date up	Activities, Assignments & Due Dates
1 of 5	Module 1 Monday 6/2/25- Sunday 6/8/25	<p>*Lecture(s): 1) Overview of class; 2) Content Lecture: What is disciplinary literacy?</p> <p>And....</p> <ul style="list-style-type: none"> ➤ <i>Introduce assignment</i> Strategy Re-Design Project (Due end Wk3) ➤ <i>Introduction assignment:</i> Library lessons and quizzes. You'll need these for your Text Set. As UT-Tyler students you have full access to the library. This access will help you find high interest texts for your selection (e.g. excerpts, YA Literature chapters, magazine articles, poems, images, and more). ➤ <i>Introduce assignment</i> Text Set --due end Wk 4 <p>READ</p> <p><u>Textbook 1:</u> Fisher & Frey (2020): Chapter 1: "Ensuring all students read, write, think, and learn" (pp. 1-15) & Chapter 2: "Setting the stage: Building and activating background knowledge" (pp. 16-31) & Chapter 5 "Why ask? Questioning strategies that prompt thinking" (pp. 67-84).</p> <p><u>Textbook 2:</u> Stobaugh (2019) <i>50 strategies</i>: Strategy re-design assignment. Introduction , pp. 1-3; Chapter 1, pp. 5-9; Chapter 2, pp. 11-20; Chapter 3, pp. 23-28. <i>Provides foundation for the reason for strategies and their implementation taking into account students' various levels of readiness via Bloom's taxonomy.</i></p> <p>FOUNDATIONAL ARTICLES (in Module 1) Shanahan, C. & Shanahan, T. (2014). The implications of disciplinary literacy. <i>Journal of Adolescent and Adult Literacy</i>, 57(8), 628-631.</p> <p>VIEW video (in Module 1)</p>

		<p>See Module for specifics.</p> <ul style="list-style-type: none"> ➤ DUE Readings and Video Discussion on Canvas. POST substantial synthesis across this week's readings and videos. COMMENT: Two substantive, appreciative and extending comments to peers. ➤ DUE: One of your Re-Designed Strategies (you'll get feedback) ➤ DUE: Library Lessons and Quizzes #s 1, 2, & 3 ➤ Sign up for conference with instructor, for Week 2 or 3 over Text Set development. ➤ E-Learning Activities TBD
2 of 5	Module 2 Mon. 6/9/25 to Sun. 6/15/25	<p>*LECTURE(S): Interactions with Texts and with Each Other</p> <p>READ <u>Textbook 1:</u> Fisher & Frey (2020): Chapters 4 "Well-read: Promoting comprehension through read-alouds, shared readings, and close reading" (pp. 50-66) & Chapter 6 "Speaking volumes: Using collaborative conversations to build students' content knowledge" (pp. 85-103). <u>Textbook 2:</u> Stobaugh (2019) <i>50 strategies</i>: Strategy re-design assignment.</p> <p>FOUNDATIONAL ARTICLE Moje, E. B. (2015). Doing and teaching disciplinary literacy with adolescent learners: A social and cultural enterprise. <i>Harvard Educational Review</i>, 85(2), 254-279.</p> <p>PRACTITIONER ARTICLE (in Module 2) Lupo et al Text Set article (JAAL) OR Park, J. Y. (2016). "He didn't add more evidence": Using historical graphic novels to develop language learner's disciplinary literacy. <i>Journal of Adolescent and Adult Literacy</i>, 60(1), 35-43.</p> <p>VIEW video (in Module 2)</p> <ul style="list-style-type: none"> ➤ DUE Readings Discussion for Week 2: POST substantial synthesis across this week's readings and videos. COMMENT: Two substantive, appreciative and extending comments to peers. ➤ DUE: Library Lessons and Quizzes #s 4, 5, & 6 ➤ DUE: Three seed ideas for your Text Set—One paragraph <u>each</u> (see directions—you'll get feedback). ➤ Conference with instructor (if you chose Week 2) over text set development. ➤ DUE: Model one of your ReDesigned Strategies for small group. ➤ E-Learning Activities TBD

3 of 5	Module 3 Mon. 6/16/25 to Sun. 6/22/25	<p>LECTURE(S): Building Academic Vocabulary & Graphic Organizers Lecture: Using the TEKS</p> <p>READ <u>Textbook 1:</u> Fisher & Frey (2020): Chapters 3 “Word for word: Vocabulary development across the curriculum” (pp. 32-49) & Chapter 7 “Picture this: Graphic organizers in the classroom” (pp. 104-121) & Chapter 8 “Getting it down: Making and taking notes across the curriculum” (pp. 122-140)</p> <p><u>Textbook 2:</u> Stobaugh (2019) <i>50 strategies</i>: Strategy re-design assignment.</p> <p>PRACTITIONER ARTICLE (in Module 3) Fang, Z. (2014). Disciplinary literacy in science: Developing science literacy through trade books. <i>Journal of Adolescent and Adult Literacy</i>, 57(4), 274-278.</p> <p>FOUNDATIONAL ARTICLE <i>Practice Possibilities Assignment</i> Gay, G. (2018). Ethnic and cultural diversity in curriculum content. In Gay, G. (author) <i>Culturally responsive teaching: Theory, research, and practice</i> (3rd ed.), pp. 142-201. Teachers College Press.</p> <p>VIEW video (in Module 3) VIDEOS: Johnson, Momentix, Johnson.</p> <ul style="list-style-type: none"> ➤ DUE Readings Discussion for Week 3: POST substantial synthesis across this week’s readings and videos. Prompt: Based on this week’s readings and videos, and your work with strategies, what are three compelling, evidence-based vocabulary acquisition and use principles, and what are three efficacious strategies that content teachers can use? COMMENT: Two substantive, appreciative and extending comments to peers. ➤ DUE Whole Strategy Redesign Project ➤ DUE Rough Draft for Text Set. <u>Topic</u>, and, at least <u>three possible texts</u> identified, and, at least <u>three ideas of strategies</u> that you will use (you’ll get feedback) ➤ Conference (if you selected Wk3) with instructor over text set development. ➤ Practice Possibilities (connects with Gay, 2018, pp. 142-201) ➤ E-Learning Activities TBD
→	“W”	Last Day to Withdraw from Course: Summer I: Wednesday, 6/24/25
4 of 5	Module 4 Mon. 6/23/25 to Sun. 6/29/25	<p>LECTURE(S): *Writing – to think, to learn, to express, to demonstrate.</p> <p>READ <u>Textbook 1:</u> Fisher & Frey (2020): Chapter 9 “Powerful pens: Writing to learn content” (pp. 141-157) and Chapter 10 “Taking stock: Formative and summative assessments” (pp. 158- 181)</p>

		<p>PRACTITIONER ARTICLE (in Module 4) Gillis, V. & Wig, A. V. (2015). Disciplinary literacy assessment: A neglected responsibility. <i>Journal of Adolescent and Adult Literacy</i>, 58(6), 455-460.</p> <p>VIEW video (in Module 4)</p> <ul style="list-style-type: none"> ➤ Conference with instructor (if you chose Week 4) over text set development. ➤ DUE Readings Discussion for Week 4: POST substantial synthesis across this week's readings and videos. COMMENT: Two substantive, appreciative and extending comments to peers. ➤ DUE: Poll & Post over vocabulary teaching
5 of 5 Differently scheduled week....	Module 5 6/30/25 to Thurs. 7/3/25	<p>LECTURE(S) Management, Motivation, and Adolescents *Instructions for presentation of Text Sets.</p> <ul style="list-style-type: none"> ➤ DUE Wednesday 6/28: Full Text Set Project ➤ DUE Thursday 6/29: POST your <u>Presentation</u> of your Text Set <u>Part #1</u> ➤ DUE Friday 6/30 COMMENTS on 2 people's Text Set Presentations <u>Part #2</u>
End of Summer 1 5-week semester	UT Tyler's Final exam day is Saturday 7/3/25.	<p>DUE Thursday, July 3, 2025 Final M.Ed. Reading people; Portfolio piece for Wix;, C&I Masters people: Structured reflection</p>