



**READ 5305**  
**Teaching Disciplinary Literacy to Adolescents**  
**The University of Texas at Tyler**  
**School of Education**

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**Course:** READ 5305-060 (50275)  
**Semester & Year:** Summer I, 2026  
**Location:** Graduate - Online

**Instructor Information:** Dr. Gina M. Doepker  
Professor of Literacy Education

**Office:** BEP 248 C  
**Phone:** 903-566-6206  
**Email:** gdoepker@uttyler.edu (DO NOT ADD “patriots” to email.)  
**Office Hours:** Virtual Zoom Office: Wednesday 1:00-4:00

**Important Reminders & Deadlines**

|                                  |                 |
|----------------------------------|-----------------|
| First Class Day                  | June 1, 2026    |
| Deadline for Sum 2026 Graduation | June 15, 2026   |
| Last Day to Withdraw from Course | June 24, 2026   |
| Final Exams                      | July 2, 2026    |
| Summer Commencement              | August 15, 2026 |

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

**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.

**Student Learning Outcomes (SLO):** Upon successful completion of the requirements of this course, students will have an opportunity to:

1. Develop a deeper understanding of the theoretical and research foundations of language and literacy processes that support instruction in content area classrooms.
2. Apply research-based approaches, methods, and materials for designing, implementing, and evaluating instruction to promote effective reading, writing, and content learning.
3. Gain knowledge and experience in developing and implementing integrated literacy units, lessons, methods, and materials aimed at improving content area teaching and learning.
4. Gain knowledge and skill in differentiating instruction for all students, including those with varied literacy levels, socio-cultural, and linguistic backgrounds.
5. Develop an understanding of the research foundations for classroom management practices that best serve adolescent learners.

**Standards Matrix: Learning Outcomes, Assessments, Standards**

| <b>LEARNING OUTCOME/ASSESSMENT/STANDARDS MATRIX</b> |  |  |   |
|---|--|--|---|
| <i># SLO</i>  | <i>Student Learning Outcome (SLO):<br/>The student will...</i>   | <i>Assessment</i>  | <i>Standards</i><br>*Texas Examination of Educator Standards (TExES)<br>*International Literacy Association (ILA) Standards |
| 1   | Develop a deeper understanding of the theoretical and research foundations of language and literacy processes that support instruction in content area classrooms.           | **Weekly Learning Journal (readings and discussions)<br>*Rationale Text Set-Student provides section for theoretical support.<br>*Rationale Text Set – Student provides section on historical views of reading instruction for adolescents.  | *TExES Domain 4<br>*ILA 1.3, 2.1, 5.4   |
| 2   | Apply research-based approaches, methods, and materials for designing, implementing, and evaluating instruction to promote effective reading, writing, and content learning. | *Text Set: 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. | TExES Domain 2<br>*ILA 1.3, 2.2, 2.3, 2.4   |

|   |  |   |                                  |
|---|--|---|----------------------------------|
|   |  | *Text Set: Student provides section on evidence-based vocabulary acquisition and use<br>*Strategy Redesign: Model in small groups |                                  |
| 3 | Gain knowledge and experience in developing and implementing integrated literacy units, lessons, methods, and materials aimed at improving content area teaching and learning. | *Text Set<br>*Strategy Re-Design  | *TEExES Domains 2, 3<br>*ILA 2.1 |
| 4 | Gain knowledge and skill in differentiating instruction for all students, including those with varied literacy levels, socio-cultural, and linguistic backgrounds.             | *Weekly Learning Journal (readings and discussion);<br>*Text Set<br>*Strategy Re-Design   | *TEExES Domains 3<br>*ILA 4.1    |
| 5 | Develop an understanding of the research foundations for classroom management practices that best serve adolescent learners.   | *Weekly Learning Journal (readings and discussion)<br>*Strategy Re-Design   | *TEExES Domains 1<br>*ILA 5.4    |

## COURSE EVALUATION AND REQUIREMENT DESCRIPTION

### Performance Assessments

The assignments and projects outlined below are designed to contribute in a different, yet complementary way to achieving the stated course objectives.

#### 1. Various Online Discussions & E-Learning Activities (15 points)

**Description:** As graduate students it is critical that you read deeply and engage in a productive and collegial manner with your professional community (us) to grow. Through weekly assigned opportunities for discussions over readings and/or videos, podcasts, and the like, you will practice giving and receiving responses to your ideas and connections with material and to those of fellow classmates. For this, we will use the course's Canvas Discussion Forum feature for whole class discussions.

**Main Tasks:** Engage deeply with class texts; respond actively, substantively, thoughtfully, tactfully, and in a timely manner with classmates to books, articles, videos and more that are assigned within our classroom community.

Because this is a graduate level course, expectations for active engagement and substantive contributions to class activities—with timely completion of readings and related activities—are high and critical to the teaching-learning process. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking critical questions, collaborating with others, 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* because of this/these reading(s)? What questions does it raise for you?

**Evaluation:** Your discussion responses will be evaluated on the level of engagement (how often and when you contribute to the discussions), the quality of the contributions made (how thoughtful and substantive your contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to discussion forum members).

## 2. Strategies Re-Design Project (35 points)

**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 & Quizzes (6 points)

**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 (39 points)

**Description:** 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 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 text-book 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 twofold:**

- 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. Program Portfolio Artifact (QEP) (5 points)**

Description: This assignment is designed to assure that you successfully and competently build your 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. As you already know, 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 Master of Education in Reading program. In each course, including this one, you will (1) select your artifact from work already accomplished in this course this semester; (2) select an ILA national standard AND a TExES state standard for Reading Specialists about which this artifact is evidence of your mastery; (3) write your description of the course artifact; and (4) write your argument/rational for the course artifact.

PORTFOLIO NARRATIVE DIRECTIONS - You will write an entry, accounting for your COURSE ARTIFACT assignment, for your end-of Program Portfolio. You will write two dense (at least 6 sentences each), well-written paragraphs:

- 1: DESCRIPTION of the COURSE ARTIFACT assignment and how YOU completed it. (One Paragraph)
- 2: ARGUMENT/RATIONALE for the inclusion of your COURSE ARTIFACT as EVIDENCE of you meeting one of the ILA Standards (1-7) and one of the TExES Standards (I-IV). In other words, what standards and why (how) does your COURSE ARTIFACT PROVE that you are competent in the chosen standards? Provide specific evidence from your project in support of your argument for why various aspects prove your competency. Directly tie your argument/rationale back to the ILA and TExES Standards. (One Paragraph)

**Evaluation and Grading Guidelines and Criteria:** All written work should be typed (double-spaced, using a 12 pt. New Times Roman font, with one-inch margins, & page numbered), properly labeled, and carefully proofread and edited. Use APA 7 guidelines for writing style, citations, and referencing. The criteria for determining your final grade are outlined below.

***Last day to Withdraw from Course: June 24<sup>th</sup>***

## Projects & Grading Criteria

| Class Projects                       | Weight | Points     | Due Dates |
|--------------------------------------|--------|------------|-----------|
| 1. E-Learning, Readings, Discussions | 15%    | 15 points  | Weeks 1-4 |
| 2. Strategy Re-Design Project        | 35%    | 35 points  | Weeks 1-3 |
| 3. Library Lessons & Quizzes         | 6%     | 6 points   | Weeks 1-2 |
| 4. Text Set Project                  | 39%    | 39 points  | Weeks 2-5 |
| 5. Portfolio Artifact                | 5%     | 5 points   | Week 5    |
| Totals                               | 100%   | 100 points |           |

## Performance Standards

| Performance standards |              |       |                         |
|-----------------------|--------------|-------|-------------------------|
| Points                | Percent      | Grade | Standard                |
| 93-100                | 93%          | A     | (Excellent) Superior    |
| 84-92                 | 84%          | B     | (Good) Above Average    |
| 75-83                 | 75%          | C     | (Undeveloped) Average   |
| 66=74                 | 66%          | D     | (Poor) Below Average    |
| 00-65                 | 65% or below | F     | (Unacceptable) Mediocre |

### NEW Required Texts, Materials, & Supplies:

**Core Readings:** The core readings selected for purposes of this course consist of book chapters, reports, and articles selected from research handbooks, literacy journals, and other relevant sources (see list of journals and list of references below). These materials will provide a focus for the course and information useful for class discussions, projects, and related activities.

Texas Essential Knowledge and Skills (TEKS): <https://tea.texas.gov/curriculum/teks/>

### Required Books

1. Fisher, D. & Frey, N. (2020). *Improving adolescent literacy: Content area strategies at work*, (5<sup>th</sup> edition). Pearson.
  - a. ISBN-10 : 0135180872
  - b. ISBN-13 : 978-0135180877
  - c. 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.
  - a. ISBN: 9781947604773
  - b. (Get paperback or kindle; do not get supplemental digital package).

### Highly Recommended:

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

### Highly Recommended Professional Organization Membership

1. National Council of Teachers of English (NCTE) A [student membership](#) is \$30 for the year – an incredible value. Membership in NCTE 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 including a lot of support as a teacher of writing.

2. International Literacy Association (ILA) A [student membership](#) is \$39 for the year. As an ILA member, you'll get [exclusive member benefits](#) including ready-to-use resources, special discounts, and opportunities to participate in the ILA community.

### Recommended Journals

- a. *American Educational Research Journal*
- b. *Educational Leadership*
- c. *Journal of Adolescent and Adult Literacy*
- d. *Journal of Educational Psychology*
- e. *Journal of Learning Disabilities*
- f. *Journal of Literacy Research*
- g. *Language Arts*
- h. *Reading Research Quarterly*
- i. *Tapestry Journal*
- j. *The Reading Teacher*

**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.

### READ 5305-060: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES Tentative Schedule Summer 2026

**Topical Outline & Schedule:** The following tentative course calendar is subject to change due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class sessions and modules will be made as determined by progress made in accomplishing the objectives of each class session.

| WEEK#<br>MODULE#<br>BEGIN DATE | ACTIVITIES and ASSIGNMENTS  | DUE<br>DATES    |
|--------------------------------|---|-----------------|
| WEEK 1<br>MODULE 1<br>M 6/1    | <p><b>READINGS:</b></p> <p>Reading #1: Fisher &amp; Frey – Chapter 1 (pp. 1-15)<br/>           Reading #2: Fisher &amp; Frey – Chapter 2 (pp. 16-31)<br/>           Reading #3: Fisher &amp; Frey – Chapter 5 (pp. 67-84)<br/>           Reading #4: Strobaugh – Introduction (pp. 1-4)<br/>           Reading #5: Strobaugh – Chapter 1 (pp. 5-9)<br/>           Reading #6: Strobaugh – Chapter 2 (pp. 11-20)<br/>           Reading #7: Strobaugh – Chapter 3 (pp. 23-28)<br/>           Reading #8: Shanahan &amp; Shanahan - Article</p> <p><b>LECTURE NOTES:</b><br/>           COURSE: Overview of Class</p> | 6/7<br>11:59 PM |

|  |  |   |
|--|--|---|
|  | <p>COURSE: Assignment Introductions<br/>         CONTENT: What is Disciplinary Literacy!</p> <p><b>View:</b><br/>         Video: Cris Tovani Program #1 (30 minutes)</p> <p><b>ASSIGNMENTS:</b><br/>         Due: Discussion – Readings, Lecture, &amp; Video<br/>         Due: Strategy Re-Design – Re-Designed Strategy #1<br/>         Due: Library Lessons &amp; Quizzes - #1, #2, #3</p>  |   |
| <p><b>WEEK 2</b><br/> <b>MODULE 2</b><br/> <b>M 6/8</b></p>  | <p><b>READ:</b><br/>         Reading #1: Fisher &amp; Frey – Chapter 4 (pp. 50-66)<br/>         Reading #2: Fisher &amp; Frey – Chapter 6 (pp. 85-103)<br/>         Reading #3: Strobaugh – 50 Strategies (Re-Design Project)<br/>         Reading #4: Moje – Article<br/>         Reading #5: Lupo et al Article <b>OR</b> Park Article</p> <p><b>LECTURE NOTES:</b><br/>         COURSE: Instructions for Week 2<br/>         COURSE: Modeling a Strategy<br/>         CONTENT: Purposes for Reading and Reading Guides</p> <p><b>View:</b><br/>         Video: Cris Tovani Program #2 (30 minutes)</p> <p><b>ASSIGNMENT:</b><br/>         Due: Discussion – Readings, Lecture, &amp; Video<br/>         Due: Strategy Re-Design Project – Model Strategy Video<br/>         Due: Text Set Project – Three Seed Ideas<br/>         Due: Library Lessons &amp; Quizzes - #4, #5, #6</p> | <p><b>6/14</b><br/> <b>11:59 PM</b></p> |
| <p><b>WEEK 3</b><br/> <b>MODULE 3</b><br/> <b>M 6/15</b></p> | <p><b>READ:</b><br/>         Reading #1: Fisher &amp; Frey – Chapter 3 (pp. 32-49)<br/>         Reading #2: Fisher &amp; Frey – Chapter 7 (pp. 104-121)<br/>         Reading #3: Fisher &amp; Frey – Chapter 8 (pp. 122-140)<br/>         Reading #4: Strobaugh – 50 Strategies (Re-Design Project)<br/>         Reading #5: Fang – Article</p> <p><b>LECTURE NOTES:</b><br/>         COURSE: Instructions for Week 3<br/>         CONTENT: Teaching Vocabulary and Using Graphic Orgs.<br/>         CONTENT: Vertical Alignment of TEKS</p> <p><b>VIEW:</b><br/>         Video: Cris Tovani Program #3 (30 minutes)<br/>         Video: What is Syntax (4 minutes)<br/>         Video: Three Reading Fluency Strategies (5 minutes)</p> <p><b><u>READ &amp; VIEW:</u></b></p>   | <p><b>6/21</b><br/> <b>11:59 PM</b></p> |

|  |  |  |
|--|--|--|
|  | <p>Read: Twelve Vocabulary Teaching Myths Debunked<br/>Videos: Nine Proven Approaches to Teaching Vocabulary</p> <p><b>ASSIGNMENTS:</b><br/>Due: Discussion – Readings, Lecture, &amp; Video<br/>Due: Strategy Re-Design Project Final Draft<br/>Due: Text Set Rough Draft</p>   |  |
| <p><b>WEEK 4</b><br/><b>MODULE 4</b><br/><b>M 6/22</b></p> | <p><b>READ:</b><br/>Reading #1: Fisher &amp; Frey – Chapter 9 (pp. 141-157)<br/>Reading #2: Fisher &amp; Frey – Chapter 10 (pp. 158-181)<br/>Reading #3: Gills &amp; Wig – Article</p> <p><b>LECTURE NOTES:</b><br/>COURSE: Instructions for Week 4<br/>COURSE: Text Set Presentation Instructions<br/>CONTENT: Extension and Reinforcement<br/>CONTENT: On Writing in the Disciplines – Actual Strategies</p> <p><b>VIEW:</b><br/>Video: Cris Tovani Program #4 (30 minutes)<br/>Video: Reciprocal Teaching (6 minutes)</p> <p><b>ASSIGNMENTS:</b><br/>Due: Discussion – Readings, Lecture, &amp; Video<br/>Due: Discussion – Vocabulary Teaching</p> | <p><b>6/28</b><br/><b>11:59 PM</b></p> |
| <p><b>WEEK 5</b><br/><b>MODULE 5</b><br/><b>M 6/29</b></p> | <p><b>READ:</b><br/>Reading #1: Spires et al. – Article</p> <p><b>LECTURE NOTES:</b><br/>COURSE: Instructions for Week 5</p> <p><b>ASSIGNMENTS:</b><br/>Due: Text Set Project Final Draft<br/>Due: Text Set Presentation<br/>Due: Portfolio Artifact <b>OR</b> Course Reflection (C&amp;I only)</p>  | <p><b>7/3</b><br/><b>11:59 PM</b></p>  |

### **COURSE POLICIES:**

This is a graduate course that is online and worth three graduate credits. If you are in the course, then it is up to you to meet the requirements and deadlines established. If you are traveling (for example) it still is expected that you will do what you must to meet course expectations.

### **AI POLICY STATEMENT:**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when

using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. For this course, students can use AI platforms to help prepare for assignments and projects. While most of the submitted work should be your original effort, you are allowed to use AI tools for revision and editing tasks, such as identifying logical flaws, clarifying confusing or underdeveloped sections, and correcting citations. If an AI tool is used to generate any part of the content for an assignment, its contributions must be properly cited.

### **CANVAS/EMAIL:**

**You will need Canvas learning management system; sound capacity; and to check your Patriot email daily for schedule changes or announcements.** A Canvas course has been created for this class, and all the information, including the syllabus, course schedule, and any changes thereto, will be posted. Links to on-line readings will be posted periodically. **Students are responsible for accessing and reading all materials.** In addition, students are **responsible** for checking **school email** as it is the primary method of communication for the course. This means students are **responsible** for 1) **immediately contacting the Information Technology services** to be certain any problem with email and/or access to Canvas is completely resolved; and 2) contacting me if either Canvas and/or email become a problem. If you experience technical problems or have a technical question about this course, you can obtain assistance by email [itsupport@patriots.utt Tyler.edu](mailto:itsupport@patriots.utt Tyler.edu) or phone (903)565-5555.

### **TURNING IN WORK:**

Unless otherwise stated, all work will be turned in completed via Canvas (as specified in each assignment's instructions) on the date/time it is due. All work must have your NAME, the DATE, and the ASSIGNMENT written clearly along the top. All assignments will be turned in as ONE document.

### **LATE ASSIGNMENTS:**

Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating (e.g., emergency) circumstances may result in a lowering of the assignment grade.