

University of Arkansas - Fort Smith
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General Syllabus

READ 3903 Disciplinary Literacy

Credit Hours: 3 Lecture Hours: 3 Laboratory Hours: 0

Prerequisites or corequisites: EDUC 4203 Social Studies Curriculum, Instruction and Assessment, ELML 4102 Practicum II, ELML 4303 STEAM Curriculum, Instruction, and Assessment

Effective Catalog: 2019-2020

I. Course Information

A. Catalog Description

A study of the role of literacy in the learning process as it relates to specific and interdisciplinary subject areas.

B. Additional Information

Organizing Theme: The Conceptual Framework derives from the School of Education mission, “Professionals United to Ensure Continuous Learning and Success.” The Framework is informed by two major sources of research in best practices for educators, InTASC (Interstate Teacher Assessment and Support Consortium) and Charlotte Danielson’s Framework for Teaching (FFT). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards, which were developed by InTASC, as the Arkansas Teaching Standards (ATS). The Conceptual Framework synthesizes the concepts from these models to represent the UAFS School of Education expectations for teacher candidates. The UAFS School of Education Intended Candidate Outcomes (ICOs) are aligned with the InTASC Standards, which are the Arkansas Teacher Standards (ATS). The ICOs are also aligned with the Danielson Framework for Teaching (FFT) and edTPA.

II. Student Learning Outcomes

A. Subject Matter

Upon successful completion of this course, the student will be able to:

1. Describe teachers’ responsibilities for developing literacy skills in their students.

2. Plan and implement specific instructional strategies that capitalize on literacy strengths and needs as well as their interests and prior knowledge to improve learning in a specific content area.
3. Diagnose literacy capabilities, strengths, and needs.
4. Implement strategies for improving students' skills in vocabulary, reading comprehension and fluency, and writing.
5. Use appropriate ongoing informal/formal methods to evaluate students' literacy skills.
6. Describe how teachers can help students develop effective study skills.
7. Develop, implement and self-evaluate literacy-integrated lessons in specific content areas for the purpose of continually improving instruction.

B University Learning Outcomes

This course enhances student abilities in the following areas:

Ethical Decision Making

Students will recognize and analyze ethical dilemmas, based on the ADE Code of Ethics. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

Global and Cultural Perspectives

Students will reflect upon cultural differences and demonstrate understanding or application of K6 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Students will identify appropriate interventions to enhance learning in diverse environments.

Communication Skills

Students will communicate effectively, both in writing and orally, in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. Students will give class presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

Analytical Skills

Critical Thinking Skills - Students will draw conclusions and/or solve problems related to student assessment data or issues. Students will access and evaluate appropriate written and electronic information for solving educational problems, conducting educational research, or working with students. Students will reach viable solutions to a problem and be able to justify those solutions.

III. Major Course Topics

- A. Reading: teaching students the importance of pre-reading
- B. Reading: comprehension – structural features of informational and expository text
- C. Reading: word analysis, fluency, and vocabulary development

- D. Readability analysis and developmentally appropriate text selection
- E. Evaluating student writing, including helping students to integrate information
- F. acquired from reading with information presented in lectures
- G. Writing strategies, including teaching students to write informative and argumentative texts.
- H. Written and oral English language conventions: sentence structure, paragraph, grammar, punctuation, and spelling
- I. Listening and speaking strategies and applications
- J. Literacy assessments: entry level, formative, summative, pre- and post-assessment
- K. Universal access: meeting the needs of students with reading difficulties, disabilities, and new English Language Learners (ELLs)
- L. Technology integration across the content areas