

Texas A&M University-San Antonio
College of Education & Human Development, Department of Curriculum & Instruction

EDRG 3331: Disciplinary Literacy

A. MAJOR COURSE REQUIREMENTS:

Assignment	Standards	Points
Read and Response Assignments (2)	Standard IV, VII, X, XI, XII	9
In-class Discussions	Standard IV, VII, X, XI, XII	6
Discussion Boards (5)	Standard IV, VII, X, XI, XII	5
Content Area Text Set	Standard IV	10
Text Features Assignment	Standard IV, VII, X, XI, XII	15
Quiz	Standard IV, VII, X, XI, XII	5
Strategy Anchor Chart	Standard IV, VII, X, XI, XII	10
Content Lesson Plan & Presentation	Standard IV, VII, X, XI, XII	15
Research Instructional Video	Standard IV, VII, X, XI, XII	15

B. LEARNING STANDARDS:

Standard IV: Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.
Standard VII: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students' strategies for improving comprehension.
Standard XII: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.
Standard X: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.
Standard XI: Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

C. LECTURE OR DISCUSSION TOPICS

- Reading is Thinking and Strategic
 - Content Literacy
- Comprehension Instruction
 - Metacognition
 - Comprehension Continuum
 - Instructional Practices
 - Genres and Characteristics
 - Gradual Release
 - Assessment
 - Think-aloud, Read-aloud, Interactive Read-aloud
 - Anchor Charts
 - Discussions
 - Reading Response-Oral and Written
- Instructional Strategies and Assessment for Content Instruction
 - Monitoring Comprehension
 - Background Knowledge
 - Questioning
 - Visualizing & Inferring
 - Determining Importance
 - Summarizing and Synthesizing
 - Content Instruction in Science and Social Studies
- Research

D. REQUIRED READINGS

Harvey, S., & Goudvis, A. (2017). *Strategies That Work, 3rd edition: Teaching Comprehension for Engagement, Understanding, and Building Knowledge, Grades K-8 / Classroom Learning Book / Strategies for Reading Comprehension* (third edition). Stenhouse Publishers.