

## **EDRG 6930-220: Literacy Across the Curriculum**

### **Course Description:**

This course surveys theory and research in using an integrated, discipline-based instruction in reading and writing to enhance student achievement in all subjects. Instructional strategies and techniques related to developing disciplinary/content area literacy will also be examined.

### **Class Dates, Location and Hours:**

Dates: October 31-November 5, 2017  
Location: Stuttgart, Germany. See site director for classroom location.  
Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.  
Last day to enroll or drop without penalty: October 2, 2017

### **Site Director:**

Email: [apstuttgart@ou.edu](mailto:apstuttgart@ou.edu). DSN: 431-3304 or CIV 07031-15-2580.

### **Professor Contact Information:**

Course Professor: Jiening Ruan, Ph.D.  
Mailing Address: 820 Van Vleet Oval, Room 114, College of Education, University of Oklahoma, Norman, OK 73019  
Telephone Number: (405) 325-1498  
Email Address: [jruan@ou.edu](mailto:jruan@ou.edu)  
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

### **Textbook(s) and Instructional Materials:**

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fheg.follett.com](mailto:0831mgr@fheg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Wolsey, T.D. & Lapp, D. (2017). *Literacy in the disciplines: A teacher's guide for grades 5-12*. New York: Guilford. ISN 9781462527922.
2. Buehl, D. (2011). *Developing readers in the academic discipline*. Newark, DE: International Reading Association. ISBN 9780872078451.
3. Additional Readings
  - ASCD (n.d.). Reading, writing and understanding. Retrieved from: <http://www.ascd.org/publications/educational-leadership/nov02/vol60/num03/Reading,-Writing,-and-Understanding.aspx>
  - NWP (n.d.). Teaching writing: Writing across the curriculum. Retrieved from: [https://www.nwp.org/cs/public/print/resource\\_topic/writing\\_across\\_the\\_curriculum](https://www.nwp.org/cs/public/print/resource_topic/writing_across_the_curriculum)

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

**Course Format:**

Lecture, group discussion, online discussion, demonstration, role play, etc..

**Course Objectives:**

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

1. Understand the theoretical and research bases for teaching literacy across the curriculum.
2. Understand and implement a variety of strategies to develop students' disciplinary literacy in various subjects.
3. Be able to develop an instructional plan that integrates and supports literacy and disciplinary learning.
4. Understand trends in teaching literacy across the curriculum.

**Assignments, Grading and Due Dates:**

**All assignments will be submitted to Canvas.**

**Online Journal Entries (30 points) (Pre-assignment):**

You will be keeping a weekly online journal in which you reflect on the readings and your own responses to them. Those reflections should not be a summary of the readings, but reflection on what you consider as important ideas and why, or ideas that evoked strong response in you, either positive or negative, or your interpretation of what you read and what it means for your own understanding of teaching and learning of literacy across the curriculum. You should write such reflections on each chapter/article you read. To promote reflection as a social practice, you will post your weekly reflection entries on the Discussion forum on Canvas (<http://canvas.ou.edu>) in your assigned group folder by midnight Friday each week. You will also need to provide thoughtful feedback to at least one of your group members regarding his/her responses to the readings by midnight Sunday.

**Lesson Planning/Modification, Demonstration, and Reflection (30 points) (During Assignment):**

In collaboration with a disciplinary/content area teacher, you will develop a detailed instructional plan (or modify an existing instructional plan) that integrates and supports literacy and disciplinary learning (10 pts.). A specific lesson plan format will be provided. You will teach a demonstration lesson to your peers (10 pts.). You will video tape your lesson and engage in critical reflection of your teaching with a peer and write a one-page critique of your lesson (10 pts.). What were your strengths teaching the lesson? Were your students engaged throughout the lesson? Were you successful in accomplishing your lesson goals and objectives? Are content/disciplinary learning and literacy learning effectively integrated? What would you do differently if you were to teach this lesson again?

**Choice Project (20 points) (Post Assignment)**

Choose one of the following two projects to complete. Papers should be written in APA 6th Edition format with no errors in grammar and mechanics. All papers should include a bibliography of references used in your analysis.

**Interview a disciplinary/content area teacher about his/her discipline-based literacy instructional practices and write a project report:**

Identify a teacher that you consider exemplary in your chosen content area. Interview him/her regarding his/her beliefs about integrating literacy across the curriculum, planning process, favorite instructional strategies for supporting disciplinary literacy, and reflection on his/her own effectiveness as a teacher of disciplinary literacy. In your report, summarize what you learned from the interview and provide your recommendation of five research-based instructional strategies for supporting student learning of literacy in the specific content area. Length of report: double spaced, 8-10 pages.

**Literacy Paper:**

Choose a content area that you are teaching/plan to teach. Find at least 10 research articles about specific teaching strategies/activities that integrate literacy and disciplinary learning to achieve both literacy and content area learning. For each article, summarize the following: the strategy and the connection between literacy and disciplinary learning, the intended outcome of the strategy, its implementation, and its effectiveness in supporting learning/the intended outcome. Draw conclusions about similarities and differences across the strategies/activities and state your understanding of what makes an effective strategy for teaching disciplinary/content area literacy. Length of paper: double spaced, 8-10 pages.

**Class Participation (20 points):**

The success of this course is dependent upon prepared and spontaneous participation of class members in class discussions and activities. Grading will take into account the regularity of a student's participation and the degree to which a student's participation reflects a developing understanding of the objectives of this course. Unless there is an emergency, you are expected to attend all class sessions. Poor attendance will result in a low grade or failure in this course.

**Tentative Reading and Pre-Assignment Schedule\***

<b>Date</b>	<b>Activities &amp; Readings</b>	<b>Assignments Due</b>
10/02-10/06	ASCD article Buehl, Chapter 1 Wolsey & Lapp, Chapter 1	Journal Entry and Response #1 (Post weekly reflection journal by Friday 10/06 and response to peer reflection by Sunday 10/08)
10/09-10/13	Buehl, Chapters 2, 3 Wolsey & Lapp, Chapter 2	Journal Entry and Response #2 (Post weekly reflection journal by Friday 10/13 and response to peer reflection by Sunday 10/15)
10/16-10/20	Wolsey & Lapp, Chapter 3-8 NWP article	Journal Entry and Response #3 (Post weekly reflection journal by Friday 10/20 and response to peer reflection by Sunday 10/22)
10/23-10/27	Buehl, Chapters 4-7 Wolsey & Lapp, Chapter 9-11	Journal Entry and Response #4 (Post weekly reflection journal by Friday 10/27 and response to peer reflection by Sunday 10/29)

Additional readings may be assigned as needed.

**During- and post- assignment due dates will be announced and negotiated on the first day of the class.**

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore, all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

**Jiening Ruan, Ph.D.**

### Education

- Ph. D. in Curriculum & Instruction, 2000. Purdue University, W. Lafayette, Indiana
- M. Ed in Reading Education, 1996; Elementary Education, 1995. Indiana University of Pennsylvania, Indiana, PA
- B. A. in English, 1989. Xiamen University, China

### Current Positions

- Professor, Department of Instructional Leadership & Academic Curriculum  
Director of Reading Specialist Certification Program  
Director of Reading Clinic

### Frequently Taught Advanced Programs Courses

- ILAC5003 Models of Instruction
- ILAC6930 Research on Teaching and Learning
- ILAC5233 Understanding Different Cultures
- ILAC5043 Analysis of Teaching and Learning

### Major Areas of Teaching and Research Interest

- Major areas of teaching include instructional strategies, theories of education, foundations of reading and literacy, reading assessment, and reading instruction.
- Major areas of research include literacy in international contexts, cultural responsive teaching, and teacher reflection.

### Recent Publications

- Ruan, J., Zhang, J., & Leung, C. (2016) (Eds.). *Perspectives on teaching Chinese as a foreign language*. Springer.
- Wang, W. & Ruan, J. (2016). Historical overview of Chinese language education for speakers of other languages in China and the United States. In J. Ruan, J. Zhang, and C. Leung (Eds.), *Chinese language education in the United States* (pp. 1-28). Switzerland, Springer.
- Hong, J., Nie, Y., Heddy, B., Gumiko Monobe, Ruan, J., You, S., & Kambara, H. (2016) Revising and validating Achievement Emotions Questionnaire – Teachers (AEQ-T), *International Journal of Educational Psychology*, 5(1), 80-107. doi:10.17583/ijep.2016.1395
- Beach, S., Collins, J., Vollmer, S., & Ruan, J. (2015). 21st Century teaching and learning: Preparing teachers for the new literacies. *Conference Proceedings of 19th European Conference on Literacy*.
- Ruan, J., Nie, Y., Hong, J., Monobe, G., Zheng, G., Kambara, H., & You, S. (2015). Cross-cultural validation of teachers' sense of efficacy scale in three Asian countries. *Journal of Psychoeducational Assessment*, 33(8), 769-779. doi: 10.1177/0734282915574021
- Huang, S., Ruan, J., & Capps, M. (2014). What Chinese cultural values and instructional practices influence Chinese middle school students' reading motivation in Taiwan. *Quarterly Journal of Chinese Studies*, 3(2), 55-76.
- Griffith, P., Ruan, J., Stepp, J., & Kimmel, S. (2014). The design and implementation of effective professional development in elementary and early childhood settings. In L. E. Martin, S. Kragler, D. J. Quatroche, & K. L. Bauserman (Eds.), *Handbook of professional development in education: Successful models and practices, PreK-12* (pp. 189-204). NY: The Guilford Press.
- Ruan, J. (2014). Using the ABCs to support intercultural understanding. In C. Finkbeiner, A. Lazar, & P. Schmidt (Eds.), *Getting to know ourselves and others: A less travelled path to intercultural understanding*. Literacy, language and learning series. Information Age Publishing: Charlotte, NC.

- Ruan, J. & Leung, C. (2012) (Eds.). *Perspectives on English literacy teaching and learning in China*. Springer.
- Leung, C. & Ruan, J. (2012) (Eds.). *Perspectives on Chinese literacy teaching and learning in China*. Springer.
- Liu, H. & Ruan, J. (2012). Foreign literature education in Chinese secondary schools from 1919 to 1949. In C. Leung & J. Ruan (eds.), *Perspectives on Teaching and Learning Chinese Literacy in China*. Springer.
- Ruan, J. & Jin, L. (2012). Primary school Chinese language and literacy curriculum Reforms. In C. Leung & J. Ruan (eds.), *Perspectives on Teaching and Learning Chinese Literacy in China*. Springer.
- Ruan, J. & Zheng, G. (2012). High school Chinese language and literacy curriculum reforms. In C. Leung & J. Ruan (eds.), *Perspectives on Teaching and Learning Chinese Literacy in China*. Springer.
- Ge, X. & Ruan, J. (2012). Information communication technology and literacy education in China. In C. Leung & J. Ruan (eds.), *Perspectives on Teaching and Learning Chinese Literacy in China*. Springer.
- Yu, Z. & Ruan, J. (2012). Early childhood English education in China. In J. Ruan & C. Leung (eds.), *Perspectives on Teaching and Learning English Literacy in China*. Springer.
- Ruan, J. & Griffith, P. (2011). Supporting teacher reflection through online discussion. *Knowledge Management and E-Learning: An International Journal*, 3(4), 548-562.
- Ruan, J. & Gomez, B. (2011). Become a teacher for all children: A teacher's story. In P. Schmidt & A. Lazar (eds.) *We Can Teach and We Can Learn: Achievement in Culturally Responsive Literacy Classrooms*. Teachers College Press.

## **Representative Honors and Awards Received**

### **Grants**

- Teacher Quality NCLB Grant, Oklahoma Regents of Higher Education. "Every Student Succeeds in Writing Across the Curriculum. 2011-2012, \$161,284.
- Teacher Quality NCLB Grant, Oklahoma Regents of Higher Education. "Every Student Succeeds: Oklahoma Teachers Implementing Research-Based Comprehension and Vocabulary Instruction. 2010-2011. \$171,200.
- Teacher Quality NCLB Grant, Oklahoma Regents of Higher Education, 2009. "Every Student Reads II: Oklahoma Teachers Implementing Research-Based Comprehension and Vocabulary Instruction. \$90,000.
- Teacher Quality NCLB Grant, Oklahoma Regents of Higher Education, 2008. "Every Student Reads: Oklahoma Teachers Implementing Research-Based Comprehension and Vocabulary Instruction. \$86,000.

### **Awards**

- College Research Award, Jeannine Rainbolt College of Education, 2016
- Department Research Award, Instructional Leadership & Academic Curriculum, 2014
- College Junior Faculty Award, College of Education, University of Oklahoma, 2004
- University Junior Faculty Research Award, University of Oklahoma, Summer, 2001