

November 22, 2024

Dr. W. Randy Smith, PhD

Vice Provost for Academic Programs 203 Bricker Hall

190 N. Oval Mall Columbus, OH 43210

Dear Vice Provost Smith,

College of Arts and Sciences

School of Music Music Education

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I am writing on behalf of the School of Music and College of Arts and Sciences (ASC) to convey a recent curricular change that was approved by the School of Music for the Bachelor of Music Education (BME) degree program. The curricular revision aligns the degree program with recent changes set forth by the Ohio Department of Higher Education (ODHE) relative to the Science of Reading. ODHE has set January 1, 2025, as the date for program compliance.

Detailed in the accompanying documents, specific curricular changes include:

1. Adding *EDUTL 5442 Teaching Reading Across the Curriculum* (3 cr.), which is aligned new science of reading standards; and
2. A reduction of one class within each respective BME degree track to allow students additional time in their schedules to accommodate the new course, as follows:
   1. Elimination of *Music 2263.01 Keyboard Skills III* (Instrumental Track)
   2. Elimination of *Music 2200.11 Piano Secondary* (Choral Track)
   3. Elimination of *Music 2200.11 Piano Secondary* (General Track)

Sincerely,

David Hedgecoth, Ph.D. Associate Director

Timashev Family School of Music 1900 College Road

Columbus, OH 43210

**To: ASC Curriculum Committee**

**From: David Hedgecoth, Associate Director, School of Music**

In April 2024, the 135th Ohio General Assembly passed Amended Substitute House Bill Number 33. Section 3333.048 of HB33 details specific educator preparation requirements, metrics and programs, including provision A3 mandating the following:

A(3): Ensure that all educators complete coursework in evidence-based strategies for effective literacy instruction aligned to the science of reading, which includes phonics, phonemic awareness, fluency comprehension, and vocabulary development, and is part of a structured literacy program. (See attached authenticated Ohio legislative service commission document #314960.)

In response to the mandate that literacy instruction must be “aligned to the science of reading” and is part of a “structured literacy program,” I am providing for review an essential request for the School of Music’s Bachelor of Music Education degree program to ensure its alignment with Ohio Department of Higher Education (ODHE) licensure requirements. Without such changes, BME students would not qualify for Ohio teaching licensure upon graduation.

Enclosed please find:

1. **Edits to the BME Choral, General Music, and Instrumental curriculum sheets.**
   1. Each track within the BME adds a three-credit course, *EDUTL 5442 Teaching Reading Across the Curriculum*, that will satisfy the new ODHE science of reading requirement.
   2. Sensitive to the burden additional coursework and credit hours place on students, we are proposing to remove one course from each degree track to provide students relief in satisfying the new requirement.
      1. In the instrumental track we propose eliminating Music 2263.01 Keyboard Skills III (one credit hour). Notably, this course meets twice a week, one hour per class for a total of two hours. EDUTL 5442 meets one day for 2.5 hours a week. Implementing this change would result in a net gain of .5 hours per week in instructional time for students.
      2. In the choral and general tracks, we propose eliminating one credit of Music 2200.11 Piano Secondary. Although the course is applied study (i.e., a private lesson) meeting for only one hour per week, expectations for practice outside class time are extensive. Eliminating this course would provide at least two hours a week of relief for students.
2. **Edits to Four-Year Degree Plans for BME Instrumental, Choral and General Music Tracks**
   1. Four-year degree plans detail proposed integration of EDUTL 5442 into the Bachelor of Music Education curricular sequence. Notable, integration does not create credit overloads in any semester of study.
3. **A syllabus for *EDUTL 5442 Teaching Reading Across the Curriculum*.**
   1. Offered in the College of Education and Human Ecology, EDUTL 5442 aligns with new ODHE science of reading content standards. Specifically, the syllabus states that it “provides the

BME Proposal Page 2

knowledge and tools needed to support the developmental reading and literacy skills for students seeking licensure in AYA (7-12), multi-age and workforce development, career technical, and vocational education programs.” Music, as a multi-age license, is congruent with the aims and purposes of EDUTL 5442.

* 1. For convenience, EDUTL 5442’s application to all ODHE Science of Reading standards is provided at the end of the syllabus.

1. **A letter of support from Binaya Subedi indicating the unit’s capacity and willingness to accommodate School of Music BME students in EDUTL 5442.**
2. **Ohio Revised Code Section 3333.048 and the Ohio Department of Higher Education’s Three Hour Reading in Content Standards overview of the new Science of Reading requirement.**

**Ensembles: 8 units\*\***

**Bachelor of Music Education Choral**

**School of Music SEMESTER GEN**

|  |  |  |  |
| --- | --- | --- | --- |
| 2208.xx Small Ensemble Voice or 2203.xx Univ. Choirs | 1 |  |  |
| Ensemble on Principal Instrument | 1 |  |  |
| Ensemble on Principal Instrument | 1 |  |  |
| Ensemble on Principal Instrument | 1 |  |  |
| Ensemble on Principal Instrument | 1 |  |  |
| Ensemble on Principal Instrument | 1 |  |  |
| Ensemble on Principal Instrument | 1 |  |  |
| Ensemble Elective\*\*\* | 1 |  |  |

**Units**

**Gr Sem**

**Survey Course – 1 unit Units Gr Sem**

|  |  |  |  |
| --- | --- | --- | --- |
| ASC Survey 1100.11 or equivalent | 1 |  |  |

**General Education: 32-39 Units**

|  |  |  |  |
| --- | --- | --- | --- |
| GenEd 1201 Launch Seminar | 1 |  |  |
| GenEd 4001 Reflection Seminar | 1 |  |  |

**Foundations 22-25**

|  |  |  |  |
| --- | --- | --- | --- |
| Race, Ethnic and Gender Diversity | 3 |  |  |
| Social and Behavioral Sciences\* | 3 |  |  |
| Historical OR Cultural Studies | 3 |  |  |
| Writing and Information Literacy | 3 |  |  |
| Literary, Visual and Performing Arts | 3 |  |  |
| Natural Science | 4-5 |  |  |
| Mathematical and Quantitative Reasoning OR Data Analysis | 3-5 |  |  |
|  |  |  |  |

**Themes Pathways 8-12 Hours Combined**

|  |  |  |  |
| --- | --- | --- | --- |
| Citizenship for a Diverse and Just World | 4-6 |  |  |
| Thematic Pathway | 4-6 |  |  |

**Degree requirement**

|  |  |  |  |
| --- | --- | --- | --- |
| PSYCH1100- Psychology\* | 0-3 |  |  |

\*PSY 1000 satisfies the Social and Behavioral Sciences GE Req’d Overall GPA 3.0

GPA in Major 3.0

This checklist is *ONLY* a planning tool and should be used in conjunction with the College of the Arts and Sciences General Education (GE) Course List document.

Embedded Literacies are addressed within major courses and GE courses. For courses with embedded literacy components, please reference the embedded literacies page under programs on the SoM website

**Music Education Major: 90-95 units Minimum**

**Major Instrument: 14 units Units Gr Sem**

|  |  |  |  |
| --- | --- | --- | --- |
| 2201.xx – Applied Music, Principal\* | 4 |  |  |
| 5415 - Diction for Choral Music Educators\*\* | 2 |  | SP |
| 3401.xx – Applied Music, Principal\* | 4 |  |  |
| 4501.xx – Applied Music, Principal\* | 4 |  |  |
| 4505 – Junior Recital4 | 0 |  |  |

**Music Theory: 12-14 units**

|  |  |  |  |
| --- | --- | --- | --- |
| 2121 or 2221 – Music Theory I3 | 3-5 |  | Au |
| 2222 – Music Theory II3 | 3 |  | Sp |
| 3421 – Music Theory III | 3 |  | Au |
| 3422 – Music Theory IV | 3 |  | Sp |

**Aural Training: 4 units**

|  |  |  |  |
| --- | --- | --- | --- |
| 2224 – Aural Training I 2 | 1 |  | Au |
| 2225 – Aural Training II 2 | 1 |  | Sp |
| 3424 – Aural Training III | 1 |  | Au |
| 3425 – Aural Training IV | 1 |  | Sp |

**Musicology: 9-12 units**

|  |  |  |  |
| --- | --- | --- | --- |
| 2244 – African American Music Traditions | 3 |  | Au |
| 2249 – European Music Traditions | 3 |  | Sp |
| 3340 – Global Music Traditions | 3 |  | Sp |
| 3364 – Musical Citizenship\*\*\*1 | 0-3 |  | Au/Sp |

**Education — 9 units**

|  |  |  |  |
| --- | --- | --- | --- |
| ESEPSY 2309 – Psych Perspectives on Education | 3 |  | Au/Sp |
| ESPHE 4403 – Ethics and the Professional Context of Teaching **OR** ESPHE 3206 – School and Society **OR**  ESPHE 4280 – History of Modern Education | 3 |  | Au/Sp |
| EDUTL 5442 – Teaching Reaching Across the Curriculum | 3 |  | Au/Sp |

\*2 2–credit registrations required of this course.

4This course is a non-credit registration.

\*\*Students entering in AU 2012 will have taken Music 2413. Students entering AU 2013 and beyond, take Music 5415.

\*\*\* MUS3364 satisfies 3 credits in Citizenship Theme

\*\* Six ensemble registrations on the principal instrument must be taken over a period of 6 semesters. All take one chamber or small ensemble as approved by the Music Education faculty advisor. Choose one from: Music 2203.xx, 2204.xx, 2205.xx, 2206.xx, 2215.xx

\*\*\* Voice and keyboard principals must add one ensemble elective.

**Methods: (34 units)**

|  |  |  |  |
| --- | --- | --- | --- |
| 2261.12 – Basic Conducting Lab - Choral | 1 |  | Au |
| 2262.12 – Conducting, Choral | 1 |  | Sp |
| 2261.01 – Keyboard Skills I | 1 |  | Au |
| 2262.01 – Keyboard Skills II | 1 |  | Sp |
| 2263.01 – Keyboard Skills III | 1 |  | Au |
| 2264.01 – Keyboard Skills IV | 1 |  | Sp |
| 2200.11 – Piano Secondary**\*\*\*\*** | 1 |  |  |
| 2200.11 – Piano Secondary**\*\*\*\*** | 1 |  |  |
| 2261.99 – Wind, String, & Percussion | 1 |  | Sp |
| 2263.02 – Voice Pedagogy | 1 |  | Au |
| 3578 – Introduction to General Music in grades K–8.  2470 - Intro to Music Education | 2  3 |  | Sp  Au/Sp |
| **Professional Standing Level by Faculty Approval of Application Only** | | | |
| 4574 – Teaching Choral Music in Elementary and Middle Schools | 2 |  | Sp |
| 4575 – Teaching Choral Music in Secondary Schools | 2 |  | Au |
| Music Education Elective\*\*\*\*\* | 2 |  | Au/Sp |
| Music Education Elective\*\*\*\*\* | 2 |  | Au/Sp |
| 4586 – Student Teaching in Music in Elementary Schools | 6 |  | Au/Sp |
| 4587 – Student Teaching in Music in  Secondary Schools | 6 |  | Au/Sp |

\*\*\*\*Piano principals take 2200.21 instead.

\*\*\*\*\* Students may elect Music 4572., 4579, 4665, 5765, 5663, or 5664.

|  |  |
| --- | --- |
| Major | 90 units |
| GE | 32 units |
| Survey | 1 unit |
| Degree Requirement | 0-3 units |
| **Minimum Total Units to Graduate** | **123 units** |

**Courses with Embedded Literacies Components:** 1Satisfies the advanced writing requirement 2Satisfies data analysis requirement

3Satisfies technology requirement

**Ensembles: 8-9 units\*\* Units Gr Sem**

**Bachelor of Music Education General**

**School of Music SEMESTER GEN**

|  |  |  |  |
| --- | --- | --- | --- |
| 2208.xx Small Ensemble Voice or 2203.xx Univ. Choirs | 1 |  |  |
| Ensemble on Principal Instrument\*\*\* | 1 |  |  |
| Ensemble on Principal Instrument | 1 |  |  |
| Ensemble on Principal Instrument | 1 |  |  |
| Ensemble on Principal Instrument | 1 |  |  |
| Ensemble on Principal Instrument | 1 |  |  |
| Ensemble on Principal Instrument | 1 |  |  |
| 2203.xx OR ensemble elective\*\*\*\* | 1 |  |  |

**Survey Course – 1 unit Units Gr Sem**

|  |  |  |  |
| --- | --- | --- | --- |
| ASC Survey 1100.11 or equivalent | 1 |  |  |

**General Education: 32 – 39 Units**

|  |  |  |  |
| --- | --- | --- | --- |
| GenEd 1201 Launch Seminar | 1 |  |  |
| GenEd 4001Reflection Seminar | 1 |  |  |

**Foundations 22-25**

|  |  |  |  |
| --- | --- | --- | --- |
| Race, Ethnic and Gender Diversity | 3 |  |  |
| Social and Behavioral Sciences | 3 |  |  |
| Historical OR Cultural Studies | 3 |  |  |
| Writing and Information Literacy | 3 |  |  |
| Literary, Visual and Performing Arts | 3 |  |  |
| Natural Science | 4-5 |  |  |
| Mathematical and Quantitative Reasoning OR Data Analysis | 3-5 |  |  |
|  |  |  |  |
|  |  |  |  |

**Themes Pathways 8-12 Hours Combined**

|  |  |  |  |
| --- | --- | --- | --- |
| Citizenship for a Diverse and Just World | 4-6 |  |  |
| Thematic Pathway | 4-6 |  |  |

**Degree requirement**

|  |  |  |  |
| --- | --- | --- | --- |
| PSYCH1100- Psychology\* | 0-3 |  |  |

\*PSY 1000 satisfies the Social and Behavioral Sciences GE Req’d Overall GPA 3.0

GPA in Major 3.0

This checklist is *ONLY* a planning tool and should be used in conjunction with the College of the Arts and Sciences General Education (GE) Course List document.

Embedded Literacies are addressed within major courses and GE courses. For courses with embedded literacy components, please reference the embedded literacies page under programs on the SoM website

**Courses with Embedded Literacies Components:** 1Satisfies the advanced writing requirement 2Satisfies data analysis requirement

3Satisfies technology requirement

**Music Education Major: 87-98 units**

**Major Instrument: 12-16 units Units Gr Sem**

|  |  |  |  |
| --- | --- | --- | --- |
| 2201.xx – Applied Music, Principal\* | 4 |  |  |
| 5415 - Diction for Choral Music Educators\*\*\* (vocal majors only) | 2 |  | Sp |
| 3401.xx – Applied Music, Principal\* | 4 |  |  |
| 4501.xx – Applied Music, Principal\* | 4 |  |  |
| 4500 – Junior Recital4 | 0 |  |  |

Jazz principals take 2 semesters of 2200.xx, secondary traditional applied lessons (1-2).

**Music Theory: 12-14 units**

|  |  |  |  |
| --- | --- | --- | --- |
| 2121 or 2221 – Music Theory I 3 | 3-5 |  | Au |
| 2222 – Music Theory II 3 | 3 |  | Sp |
| 3421 – Music Theory III | 3 |  | Au |
| 3422 – Music Theory IV | 3 |  | Sp |

**Aural Training: 4 units**

|  |  |  |  |
| --- | --- | --- | --- |
| 2224 – Aural Training I 2 | 1 |  | Au |
| 2225 – Aural Training II 2 | 1 |  | Sp |
| 3424 – Aural Training III | 1 |  | Au |
| 3425 – Aural Training IV | 1 |  | Sp |

**Musicology: 9-12 units**

|  |  |  |  |
| --- | --- | --- | --- |
| 2244 – African American Music Traditions | 3 |  | Au |
| 2249 – European Music Traditions | 3 |  | Sp |
| 3340 – Global Music Traditions | 3 |  | Sp |
| 3364 – Musical Citizenship\*\*\*\*1 | 0-3 |  | Au/Sp |

**Education — 9 units**

|  |  |  |  |
| --- | --- | --- | --- |
| ESEPSY 2309 – Psych Perspectives on Education | 3 |  | Au/Sp |
| ESPHE 4403 – Ethics and the Professional Context of Teaching **OR** ESPHE 3206 – School and Society **OR**  ESPHE 4280 – History of Modern Education | 3 |  | Au/Sp |
| EDUTL 5442 – Teaching Reading Across the Curriculum | 3 |  | Au/Sp |

\* 2 2–credit registrations required of this course.

4This course is a non-credit registration.

\*\*\*\* MUS3364 satisfies 3 credits in Citizenship Theme

\*\* Six ensemble registrations on the principal instrument must be taken over a period of 6 semesters for 1 or 2 credits each. All take one chamber or small ensemble as approved by the Music Education faculty advisor. Choose one from: 2203.xx, 2204.xx, 2205.xx, 2206.xx, 2215.xx

\*\*\*BME Jazz principals must substitute one “Ensemble on Principal Instrument” with a Concert Band enrollment (2204.xx) & add an additional semester of enrollment in a concert band.

\*\*\*\*Instrumentalists must add one choral ensemble. Voice and keyboard must add one ensemble elective.

**Methods: 33-34 units**

|  |  |  |  |
| --- | --- | --- | --- |
| 2261.11 – Basic Conducting Lab or 2261.12 Choral Conducting | 1 |  | Au |
| 2262.11 OR 2262.12 | 1 |  | Sp |
| 2261.01 – Keyboard Skills I | 1 |  | Au |
| 2262.01 – Keyboard Skills II | 1 |  | Sp |
| 2263.01 – Keyboard Skills III | 1 |  | Au |
| 2264.01 – Keyboard Skills IV | 1 |  | Sp |
| 2200.11 – Piano Secondary**\*\*\*\*** | 1 |  |  |
| 2200.11 – Piano Secondary**\*\*\*\*** | 1 |  |  |
| 2261.99 – Wind, String, & Percussion | 1 |  | Sp |
| 2263.02 – Voice Pedagogy | 1 |  | Au/Sp |
| 3578 – Introduction to General Music in grades K–8.  2470 - Intro to Music Education | 2  3 |  | Sp  Au/Sp |
| **Professional Standing Level by Faculty Approval of Application Only** | | | |
| \*\*\*\*\* Music Ed Elective | 1-2 |  | Au/Sp |
| 4572 – Teaching General Music in Secondary Schools | 2 |  | Au |
| 4579 – Teaching General Music in Elementary Schools II: Planning and Practicum | 2 |  | Au |
| 4574 Teaching Choral Music in Elementary and Middle Schools | 2 |  | Sp |
| 4586 – Student Teaching in Music in Elementary Schools | 6 |  | Au/Sp |
| 4587 – Student Teaching in Music in  Secondary Schools | 6 |  | Au/Sp |

**\*\*\*\***Piano principals take 2200.21 instead

|  |  |
| --- | --- |
| Major | 87 units |
| GE | 32 units |
| Survey | 1 unit |
| Degree Requirement | 0-3 units |
| Electives  **Minimum Total Units to Graduate** | 1 unit  **121 units** |

\*\*\*\*\*Students may elect Music 2297, 4665, 5664, 5663, 4575, 4576 or

5765.

**Survey Course – 1 unit Units Gr Sem**

|  |  |  |  |
| --- | --- | --- | --- |
| ASC Survey 1100.11 or equivalent | 1 |  |  |

**General Education: 32 – 39 Units**

**Ensembles: 8-9 units Units Gr Sem**

|  |  |  |  |
| --- | --- | --- | --- |
| GenEd 1201 Launch Seminar | 1 |  |  |
| GenEd 4001 Reflection Seminar | 1 |  |  |

**Foundations 22-25**

|  |  |  |  |
| --- | --- | --- | --- |
| Race, Ethnic and Gender Diversity | 3 |  |  |
| Social and Behavioral Sciences | 3 |  |  |
| Historical OR Cultural Studies | 3 |  |  |
| Writing and Information Literacy | 3 |  |  |
| Literary, Visual and Performing Arts | 3 |  |  |
| Natural Science | 4-5 |  |  |
| Mathematical and Quantitative Reasoning OR Data Analysis | 3-5 |  |  |
|  |  |  |  |
|  |  |  |  |

**Themes Pathways 8-12 Hours Combined**

|  |  |  |  |
| --- | --- | --- | --- |
| Citizenship for a Diverse and Just  World | 4-6 |  |  |
| Thematic Pathway | 4-6 |  |  |

**Degree requirement**

|  |  |  |  |
| --- | --- | --- | --- |
| PSYCH1100- Psychology\* | 0-3 |  |  |

\*PSYCH 1000 satisfies the Social and Behavioral Sciences GE Req’d Overall GPA 3.0

GPA in Major 3.0

This checklist is *ONLY* a planning tool and should be used in conjunction with the College of the Arts and Sciences General Education (GE) Course List document.

**Courses with Embedded Literacy Components:** 1Satisfies the advanced writing requirement 2Satisfies data analysis requirement

3Satisfies technology requirement

**Music Education Major: 86-99 units Minimum**

**Major Instrument: 12-16 units Units Gr Sem**

|  |  |  |  |
| --- | --- | --- | --- |
| 2201.xx – Applied Music, Principal\* | 4 |  |  |
| 3401.xx – Applied Music, Principal\* | 4 |  |  |
| 4501.xx – Applied Music, Principal\* | 4 |  |  |
| 4505.00 – Junior Recital\*\* | 0 |  |  |

Jazz principals take 2 semesters of 2200.xx, secondary traditional applied lessons (1-2).

**Music Theory: 12-14 units**

|  |  |  |  |
| --- | --- | --- | --- |
| 2121 or 2221 – Music Theory I3 | 3-5 |  | Au |
| 2222 – Music Theory II3 | 3 |  | Sp |
| 3421 – Music Theory III | 3 |  | Au |
| 3422 – Music Theory IV | 3 |  | Sp |

**Aural Training: 4 units**

|  |  |  |  |
| --- | --- | --- | --- |
| 2224 – Aural Training I2 | 1 |  | Au |
| 2225 – Aural Training II2 | 1 |  | Sp |
| 3424 – Aural Training III | 1 |  | Au |
| 3425 – Aural Training IV | 1 |  | Sp |

**Musicology: 9-12 units**

|  |  |  |  |
| --- | --- | --- | --- |
| 2244 – African American Music Traditions | 3 |  | Au |
| 2249 – European Music Traditions | 3 |  | Sp |
| 3340 – Global Music Traditions | 3 |  | Sp |
| 3364 – Musical Citizenship\*\*\* | 0- 3 |  | Au/Sp |

**Education — 9 units**

|  |  |  |  |
| --- | --- | --- | --- |
| ESEPSY 2309 – Psych Perspectives on Education | 3 |  | Au/Sp |
| ESPHE 4403 – Ethics and the Professional Context of Teaching **OR** ESPHE 3206 – School and Society **OR**  ESPHE 4280 – History of Modern Education | 3 |  | Au/Sp |
| EDUTL 5442 – Teaching Reading Across the Curriculum | 3 |  | Au/Sp |

\* 2 2–credit registrations required of this course.

\*\* This course is a non-credit registration.

\*\*\* This course can satisfy 3 credits of the Citizenship theme

Six ensemble registrations on the principal instrument must be taken over a period of 6 semesters for 1 or 2 credits each. Choose one from: Music 2204.xx, 2205.xx, 2206.xx, 2215.01

**Bachelor of Music Education: Instrumental**

**School of Music SEMESTER GEN**

|  |  |  |  |
| --- | --- | --- | --- |
| Music 2208.xx, or 2207.xx Small Ensemble\*\*\* | 1 |  |  |
| Ensemble on Principal Instrument\*\*\* | 1 |  |  |
| Ensemble on Principal Instrument | 1 |  |  |
| Ensemble on Principal Instrument | 1 |  |  |
| Ensemble on Principal Instrument | 1 |  |  |
| Ensemble on Principal Instrument | 1 |  |  |
| Ensemble on Principal Instrument | 1 |  |  |
| Music 2203.xx or 2208.16\*\*\*\* | 1 |  |  |

\*\*\*BME Jazz principals must substitute one “Ensemble on Principal Instrument” with a Concert Band enrollment (2204.xx) & add an additional semester of enrollment in a concert band.

\*\*\*\* Instrumentalists must add one choral ensemble. All take one chamber or small ensemble as approved by the Music Education faculty advisor.

**Methods: 32-35 units4**

|  |  |  |  |
| --- | --- | --- | --- |
| 2261.11 – Basic Conducting Lab | 1 |  | Au |
| 2262.11 – Conducting, Instrumental | 1 |  | Sp |
| 2261.01 – Keyboard Skills I | 1 |  | Au |
| 2262.01 – Keyboard Skills II | 1 |  | Sp |
| ~~2263.01 – Keyboard Skills III~~ | ~~1~~ |  | ~~Au~~ |
| 2262.03 – Strings | 1 |  | Sp |
| 2262.05 – Brass Techniques | 1 |  | Au/Sp |
| 2261.07 – Percussion Techniques *(non- percussion principals only)* | 0-1 |  | Au/Sp |
| 2261.04 – Oboe/Bassoon Techniques | 1 |  | Au/Sp |
| 2262.04 – Flute/Clarinet/Sax Techniques | 1 |  | Au/Sp |
| 2297 – Music Ed Lab *(String majors only)*  2470 - Intro to Music Education | 0-1  3 |  | Au Au/Sp |
| 3578 – Introduction to General Music in  grades K–8. | 2 |  | Sp |
| **Professional Standing Level by Faculty Approval of Application Only** | | | |
| 4576 – Teaching Instrumental Music in Elementary and Middle Schools | 2 |  | Sp |
| 4577 – Teaching Instrumental Music in Secondary Schools | 2 |  | Au |
| Music Education Elective\*\*\*\* | 1-2 |  | Au/Sp |
| Music Education Elective\*\*\*\* | 2 |  | Au/Sp |
| 4586 – Student Teaching in Music in Elementary Schools | 6 |  | Au/Sp |
| 4587 – Student Teaching in Music in Secondary Schools | 6 |  | Au/Sp |

\*\*\*\*Choose from Music 5666, 4566, 4665, 5765, 5663, 5664, 4572, 4574,

4575, 2297 and 4579.

4Students will not take methods courses on their principal instrument.

|  |  |
| --- | --- |
| Major | 86 units |
| GE | 32 units |
| Degree Requirement | 0-3 |
| Survey | 1 unit |
| Electives  **Minimum Total Units to Graduate** | 2 units  **121 units** |

#### BME Music Education Choral 4-year Plan (GE: New)

Individual needs may vary according to interest, track, availability, placement, or honors requirements. General-education, major, and all university requirements must be completed for graduation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Autumn Semester** | **Cr** | **Spring Semester** | **Cr** | **1st** |
| Music 2201.xx (Applied Music) | 2 | Music 2201.xx (Applied Music) | 2 | **Y E A R** |
| Music 2221 or 2121 (Theory 1) | 3-5 | Music 2222 (Theory 2) | 3 |
| Music 2224 (Aural 1) | 1 | Music 2225 (Aural 2) | 1 |
| Music 2261.01 (Keyboard 1) | 1 | Music 2261.02 (Keyboard 2) | 1 |
| Large Ensemble1 | 1 | Large Ensemble1 | 1 |
| ASC Survey 1100 | 1 | Musicology Core3 | 3 |
| Writing and Information Literacy GE | 3 | GENED 1201 (GE Launch Seminar) | 1 |
| PSYCH 11002 | 3 | Music 2470 or Foundational GE4 | 3 |
|  |  | Music 5415 (Dictions for Choral Educators) | 2 |
| **Total Hours** | **15-**  **17** |  | **17** | **32+** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Autumn Semester** | **Cr** | **Spring Semester** | **Cr** | **2nd** |
| Music 3401.xx (Applied Music) | 2 | Music 3401.xx (Applied Music) | 2 | **Y E A R** |
| Music 3421 (Theory 3) | 3 | Music 3422 (Theory 4) | 3 |
| Music 3424 (Aural 3) | 1 | Music 3425 (Aural 4) | 1 |
| Music 2263.01 (Keyboard 3) | 1 | Music 2264.01 (Keyboard 4) | 1 |
| Large Ensemble1 | 1 | Large Ensemble1 | 1 |
| Musicology Core3 | 3 | Musicology Core3 | 3 |
| Music 2470 or Foundational GE4 | 3 | Music 3578 (Intro to General Music) | 2 |
| Foundational GE4 | 3 | Foundational GE4 | 3 |
| **Total Hours** | **17** |  | **16** | **33** |

**Three meetings with your assigned music education advisor (autumn and spring semesters) are required *prior* to completing and submitting the professional standing application (spring of 2nd year)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Autumn Semester** | **Cr** | **Spring Semester** | **Cr** | **3rd** |
| Music 4501.xx (Applied Music) | 2 | Music 4501.xx (Applied Music) | 2 | **Y E A R** |
| Large Ensemble1 | 1 | Music 4505 (Junior Recital) | 0 |
| Musicology Core3 | 3 | Large Ensemble1 | 1 |
| Music 2261.12 (Basic Choral Conducting) | 1 | Music 2262.12 (Advanced Choral Conducting) | 1 |
| ESPHE 44035 or ESEPSY 2309 | 3 | Music 45749 (Teaching Choral in Elem/Mid) | 2 |
| Music Ed Elective6 | 2 | ESPHE 44035 or ESEPSY 2309 | 3 |
| Music 2263.02 (Voice Pedagogy) | 1 | Music 2261.99 (Wind, String, Perc Techniques) | 1 |
| Music 2200.117 (Secondary Piano) | 1 | ~~Music 2200.11~~7 ~~(Secondary Piano)~~ | 1 |
| Citizenship Thematic Pathway8 | 3 | Natural Science Foundational GE4 | 4-5 |
|  |  | Teaching Reading Across the Curriculum | 3 |  |
| **Total Hours** | **17** |  | **17-**  **18** | **34+** |

**OAE Music Content Assessment and OAE Assessment of Professional Knowledge Multi-Age (PK-12) must be completed in the summer after the student’s third year**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn Semester** | **Cr** | **Spring Semester** | **Cr** | **4th** | **Degree Total** |
| Ensemble Elective | 1 | Music 4586 (Student Teaching in Elem)11 | 6 | **Y E A R** |
| Music 2208.xx or 2203.xx (University Choirs) | 1 | Music 4587 (Student Teaching in Secondary)11 | 6 |
| Music Ed Elective6 | 2 |  |  |
| Music 45759 (Teaching Choral in Secondary Schools) | 2 |  |  |
| GENED 4001 (Reflection Seminar) | 1 |  |  |
| Foundational GE4 | 3 |  |  |
| Second Thematic Pathway10 | 4-6 |  |  |
| **Total Hours** | **14-**  **16** |  | **12** | **26+** | **123** |

1 Six large ensemble registrations on the principal instrument must be taken over a period of six semesters. Choose one from Music 2203.xx, 2204.xx, Music 2206.xx, Music 2215.xx

2 Psych 1100 must be taken in the first year, because it is a prerequisite to Music 2470. Psych 1100 can serve as a social & behavioral science foundational GE

3 Choose from Music 2244 (AU), 2249 (SP), 3340 (SP), or 3364 (AU/SP) – 3364 can fulfill 3 credits in GE Citizenship Theme

4 Choose one course from the GE list to fulfill a foundational GE requirement.

5 Can also choose ESPHE 3206 or 4280 instead of ESPHE 4403

6 Choose from Music 4572, 4579, 4665, 5765, 5663, 5664 (4572 and 4579 require professional standing)

7 Piano principals take 2200.21 instead

8 Music 3364 can fulfill 3 credits in GE Citizenship Theme, a second 3-credit course is needed to complete the requirement.

9 Requires professional standing

10 Choose one 4-credit course or two 3-credit courses from one thematic pathway

#### BME Music Education General 4-year Plan (GE: New)

Individual needs may vary according to interest, track, availability, placement, or honors requirements. General-education, major, and all university requirements must be completed for graduation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Autumn Semester** | **Cr** | **Spring Semester** | **Cr** | **1st** |
| Music 2201.xx (Applied Music) | 2 | Music 2201.xx (Applied Music) | 2 | **Y E A R** |
| Music 2221 or 2121 (Theory 1) | 3-5 | Music 2222 (Theory 2) | 3 |
| Music 2224 (Aural 1) | 1 | Music 2225 (Aural 2) | 1 |
| Music 2261.01 (Keyboard 1) | 1 | Music 2261.02 (Keyboard 2) | 1 |
| Large Ensemble1 | 1 | Large Ensemble1 | 1 |
| ASC Survey 1100 | 1 | Musicology Core3 | 3 |
| Writing and Information Literacy GE | 3 | GENED 1201 (GE Launch Seminar) | 1 |
| PSYCH 11002 | 3 | Music 2470 or Foundational GE4 | 3 |
|  |  | Music 5415 (Dictions for Choral Educators) Voice Principals only | (2) |
| **Total Hours** | **15-**  **17** |  | **15** | **30+** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Autumn Semester** | **Cr** | **Spring Semester** | **Cr** | **2nd** |
| Music 3401.xx (Applied Music) | 2 | Music 3401.xx (Applied Music) | 2 | **Y E A R** |
| Music 3421 (Theory 3) | 3 | Music 3422 (Theory 4) | 3 |
| Music 3424 (Aural 3) | 1 | Music 3425 (Aural 4) | 1 |
| Music 2263.01 (Keyboard 3) | 1 | Music 2264.01 (Keyboard 4) | 1 |
| Large Ensemble1 | 1 | Large Ensemble1 | 1 |
| Musicology Core3 | 3 | Musicology Core3 | 3 |
| Music 2470 or Foundational GE4 | 3 | Music 3578 (Intro to General Music) | 2 |
| Foundational GE4 | 3 | Foundational GE4 | 3 |
| **Total Hours** | **17** |  | **16** | **33** |

**Three meetings with your assigned music education advisor (autumn and spring semesters) are required *prior* to completing and submitting the professional standing application (spring of 2nd year)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Autumn Semester** | **Cr** | **Spring Semester** | **Cr** | **3rd** |
| Music 4501.xx (Applied Music) | 2 | Music 4501.xx (Applied Music) | 2 | **Y E A R** |
| Large Ensemble1 | 1 | Music 4505 (Junior Recital) | 0 |
| Musicology Core3 | 3 | Large Ensemble1 | 1 |
| Music 2261.11 or 2261.12 (Basic Conducting) | 1 | Music 2262.11 or 2262.12 (Advanced Conducting) | 1 |
| ESPHE 44035 or ESEPSY 2309 | 3 | Music 45746 (Teaching Choral in Elem/Mid) | 2 |
| Music 45726 or 45796 (Teaching General Music) | 2 | ESPHE 44036 or ESEPSY 2309 | 3 |
| Music 2263.02 (Voice Pedagogy) | 1 | Music 2261.99 (Wind, String, Perc Techniques) | 1 |
| Music 2200.117 (Secondary Piano) | 1 | ~~Music 2200.11~~7 ~~(Secondary Piano)~~ | 1 |
| Citizenship Thematic Pathway8 | 3 | Natural Science Foundational GE4 | 4-5 |
|  |  | Teaching Reading Across the Curriculum | 3 |  |
| **Total Hours** | **17** |  | **17-**  **18** | **32+** |

**OAE Music Content Assessment and OAE Assessment of Professional Knowledge Multi-Age (PK-12) must be completed in the summer after the student’s third year**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn Semester** | **Cr** | **Spring Semester** | **Cr** | **4th** | **Degree Total** |
| Ensemble Elective9 | 1 | Music 4586 (Student Teaching in Elem)12 | 6 | **Y E A R** |
| Music 2208.xx or 2203.xx (University Choirs) | 1 | Music 4587 (Student Teaching in Secondary)12 | 6 |
| Music 45726 or 45796 (Teaching General Music) | 2 |  |  |
| Music Ed Elective10 | 2 |  |  |
| GENED 4001 (Reflection Seminar) | 1 |  |  |
| Foundational GE4 | 3 |  |  |
| Second Thematic Pathway11 | 4-6 |  |  |
| **Total Hours** | **14-**  **16** |  | **12** | **26+** | **123** |

1 Six large ensemble registrations on the principal instrument must be taken over a period of six semesters. Choose one from Music 2203.xx, 2204.xx, Music 2206.xx, Music 2215.xx

2 Psych 1100 must be taken in the first year, because it is a prerequisite to Music 2470. Psych 1100 can serve as a social & behavioral science foundational GE

3 Choose from Music 2244 (AU), 2249 (SP), 3340 (SP), or 3364 (AU/SP) – 3364 can fulfill 3 credits in GE Citizenship Theme

4 Choose one course from the GE list to fulfill a foundational GE requirement.

5 Can also choose ESPHE 3206 or 4280 instead of ESPHE 4403

6 Requires professional standing

7 Piano principals take 2200.21 instead

8 Music 3364 can fulfill 3 credits in GE Citizenship Theme, a second 3-credit course is needed to complete the requirement.

9 Instrumental students take 2203.xx choral ensemble. Voice students can choose any ensemble.

10 Choose from Music 2297, 4575, 4576, 4665, 5663, 5664, or 5765 (4575 requires professional standing)

11 Choose one 4-credit course or two 3-credit courses from one thematic pathway

#### BME Music Education Instrumental 4-year Plan (GE: New)

Individual needs may vary according to interest, track, availability, placement, or honors requirements. General-education, major, and all university requirements must be completed for graduation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Autumn Semester** | **Cr** | **Spring Semester** | **Cr** | **1st** |
| Music 2201.xx (Applied Music) | 2 | Music 2201.xx (Applied Music) | 2 | **Y E A R** |
| Music 2221 or 2121 (Theory 1) | 3-5 | Music 2222 (Theory 2) | 3 |
| Music 2224 (Aural 1) | 1 | Music 2225 (Aural 2) | 1 |
| Music 2261.01 (Keyboard 1) | 1 | Music 2261.02 (Keyboard 2) | 1 |
| Large Ensemble1 | 1 | Large Ensemble1 | 1 |
| ASC Survey 1100 | 1 | Musicology Core3 | 3 |
| Writing and Information Literacy GE | 3 | GENED 1201 (GE Launch Seminar) | 1 |
| PSYCH 11002 | 3 | Music 2470 or Foundational GE4 | 3 |
|  |  | Instrument Techniques – Choose 15 | 1 |
| **Total Hours** | **15-**  **17** |  | **16** | **31+** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Autumn Semester** | **Cr** | **Spring Semester** | **Cr** | **2nd** |
| Music 3401.xx (Applied Music) | 2 | Music 3401.xx (Applied Music) | 2 | **Y E A R** |
| Music 3421 (Theory 3) | 3 | Music 3422 (Theory 4) | 3 |
| Music 3424 (Aural 3) | 1 | Music 3425 (Aural 4) | 1 |
| ~~Music 2263.01 (Keyboard 3)~~ | 1 | Large Ensemble1 | 1 |
| Large Ensemble1 | 1 | Musicology Core3 | 3 |
| Musicology Core3 | 3 | Music 3578 (Intro to General Music) | 2 |
| Instrument Techniques – Choose 15 | 1 | Music 2262.03 (String Techniques) | 1 |
| Music 2470 or Foundational GE4 | 3 | Instrument Techniques – Choose 15 | 1 |
| Teaching Reading Across the Curriculum | 3 | Foundational GE4 | 3 |
| **Total Hours** | **17** |  | **17** | **34** |

**Three meetings with your assigned music education advisor (autumn and spring semesters) are required *prior* to completing and submitting the professional standing application (spring of 2nd year)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Autumn Semester** | **Cr** | **Spring Semester** | **Cr** | **3rd** |
| Music 4501.xx (Applied Music) | 2 | Music 4501.xx (Applied Music) | 2 | **Y E A R** |
| Large Ensemble1 | 1 | Music 4505 (Junior Recital) | 0 |
| Musicology Core3 | 3 | Large Ensemble1 | 1 |
| Music 2261.11 (Basic Instrumental Conducting) | 1 | Music 2262.11 (Advanced Conducting)9 | 1 |
| Instrument Techniques – Choose 15 | 1 | Music 457610 (Teaching Inst. Music in Elem/Mid) | 2 |
| ESPHE 44036 or ESEPSY 2309 | 3 | ESPHE 44036 or ESEPSY 2309 | 3 |
| Foundational GE4 | 3 | Music Ed Elective11 | 2 |
| Citizenship Thematic Pathway7 | 3 | Natural Science Foundational GE | 4-5 |
| Music 2297 (Strings Only)8 | (1) |  |  |
| **Total Hours** | **17** |  | **15-**  **16** | **32+** |

**OAE Music Content Assessment and OAE Assessment of Professional Knowledge Multi-Age (PK-12) must be completed in the summer after the student’s third year**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn Semester** | **Cr** | **Spring Semester** | **Cr** | **4th** | **Degree Total** |
| Choral Ensemble (Music 2203.xx, 2208.16) | 1 | Music 4586 (Student Teaching in Elem)13 | 6 | **Y E A R** |
| Small Ensemble (Music 2208.xx) | 1 | Music 4587 (Student Teaching in Secondary)13 | 6 |
| Music 457710 (Teaching Inst. in Secondary Schools) | 2 |  |  |
| Music Ed Elective11 | 2 |  |  |
| GENED 4001 (Reflection Seminar) | 1 |  |  |
| Foundational GE4 | 3 |  |  |
| Second Thematic Pathway12 | 4-6 |  |  |
| **Total Hours** | **14-**  **16** |  | **12** | **26+** | **123** |

1 Six large ensemble registrations on the principal instrument must be taken over a period of six semesters. Choose one from Music 2204.xx, Music 2206.xx, Music 2215.xx

2 Psych 1100 must be taken in the first year, because it is a prerequisite to Music 2470. Psych 1100 can serve as a social & behavioral science foundational GE

3 Choose from Music 2244 (AU), 2249 (SP), 3340 (SP), or 3364 (AU/SP) – 3364 can fulfill 3 credits in GE Citizenship Theme

4 Choose one course from the GE list to fulfill a foundational GE requirement.

5 Choose from 2261.04 (Oboe/Bassoon), 2262.04 (Flute, Clarinet, Sax), 2262.05 (Brass), 2261.07 (Percussion) – Percussion Principals do not take 2261.07

6 Can also choose ESPHE 3206 or 4280 instead of ESPHE 4403

7 Music 3364 can fulfill 3 credits in GE Citizenship Theme, a second 3-credit course is needed to complete the requirement.

8 Music 2297 is typically offered every other AU semester. Check with faculty advisor in junior year

9 String principals take Music 2262.13

10 Prerequisite: Professional Standing and all techniques courses

11 Choose from Music 2297, 4566, 4572, 4574, 4575, 4579, 4665, 5663, 5664, 5666, 5765

12 Choose one 4-credit course or two 3-credit courses from one thematic pathway

**SYLLABUS EDUTL 5442**



**College of Education & Human Ecology**

Teaching & Learning

## Teaching Reading Across the Curriculum

Spring 2025 - 3 Credit Hours

**Instructor:** Suzanne Lewis, Ph.D.

**Email:** [lewis.2674@osu.edu](mailto:lewis.2674@osu.edu) **Class mode:** In person, with two asynchronous weeks of class

**Office Hours:** By appointment **Meeting Time:** Mondays, 4:30-6:50

**Meeting Location:** TBD

# COURSE OVERVIEW

## Course description

Provides the knowledge and tools needed to support the developmental reading and literacy skills for students seeking licensure in AYA (7-12), multi-age and workforce development, career technical, and vocational education programs.

Adolescents come to schools both with a tremendous amount of literacy resources and a need for continuing support so that they can sustain, extend, and bridge their reading and writing capabilities in content areas along with their everyday lives.

Indeed, as people move within and across various fields and communities across their lifespans, it is an ongoing endeavor to learn how to participate in these fields and communities in ways that are valued. This course engages students who will be teaching in middle and secondary schools so that they can acquire knowledge, perspectives, and skills to collaborate with adolescents to sustain and strengthen their literacy practices in various contexts, focusing particularly on academic content areas. This course will provide students with an awareness of theories of literacy and then shift to explore the literacy demands of various content areas along with pedagogical strategies for helping adolescents develop their own awareness of and strategies for meeting the demands of reading and writing across the curriculum. During this semester we will investigate the phenomenon of literacy and the ways in which it is inseparable from content area learning. Furthermore, we will explore some of the

social, cultural, political, linguistic, and cognitive dimensions that affect how students engage in literacy practices and what impact these various dimensions have on the ways in which K-12 educators approach classroom instruction.

#### Relation to Other Courses

This course is a program requirement and a state of Ohio licensure requirement for all students enrolled in AYA 7-12 licensure programs (i.e., Agriculture Education; Business Education; Family & Consumer Sciences Education; Integrated Language Arts; Social Studies; Math; Sciences); P-12 licensure programs (i.e., Agricultural Education; Art Education; Music Education; Physical Education; World Languages); and Career Technical Education licensure. A course such as this is typically required for licensure in all U.S. states across the country.

Prereq: Admission to B.S.Ed, M.Ed., EHE major, Agriscience Ed major, or permission of instructor. Not open to students with credit for EDUTL 642.

## Course learning outcomes

By the end of this course, students should successfully be able to:

1. Articulate a theory of what literacy is and the ways that people use it in their lives, both within and beyond classrooms and schooling.
2. Understand the relationship between foundational literacy skills, including the Simple View of Reading and the individual strands of Scarborough’s Reading Rope, and use these to explain literacy development as it relates to discipline specific content.
3. Recognize the importance of teaching reading and writing as a process rather than a discrete series of skills. Understand how reading and writing are social practices that change depending on context rather than being a set of universal and invariable skills.
4. Recognize the importance of embedding reading and writing instruction in a meaningful context for the purpose of accomplishing specific, meaningful tasks or for pleasure.
5. Understand how various factors such as content, purpose, tasks, and setting influence the reading process.
6. Explain and model various word recognition, vocabulary, questioning, and comprehension strategies used by fluent readers and teach effective study skills strategies.
7. Provide direct instruction and model what, when, and how to use reading strategies with various genres of texts.
8. Employ strategies to encourage and motivate students to pursue and respond to reading and writing for personal growth and fulfillment.
9. Know not only how to employ teaching strategies, but also why you use those strategies as it relates to your developing understanding of literacy, teaching, learning, and knowledge.
10. Recognize the principles that form the basis of the NICHD/IDA definition of dyslexia and identify distinguishing characteristics of this reading disorder.

# HOW THIS COURSE WORKS

**Mode of delivery:** This course is 100% online. Weekly sessions will require you to be logged in to Carmen at a scheduled time. **Due to the nature of this course, consistent attendance and engagement in all course environments is required. Attendance and participation will be monitored and will affect your final grade. If you must miss one of these sessions, please communicate with me in advance!** We will work together on how to make up any missed assignments or instructions. If there is a persistent pattern of absences without advance notification, your grades will be negatively affected.

**Credit hours and work expectations:** This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction in addition to 6 hours of homework to receive a grade of average

( C ).

**Carmen:** You will be expected to log into the course in Carmen every week. (During most weeks you will probably log in many times.). This is where you will submit most of your assignments and receive feedback, as well as find supplementary course readings.

# COURSE MATERIALS AND TECHNOLOGIES

#### Course Texts - REQUIRED

Students are responsible for completing all readings listed on the schedule for classes. Full references are provided on the weekly schedule of course topics and readings.

#### Required Texts:

1. Daniels, H. & Zemelman, S. (2014). *Subjects matter: Exceeding standards through powerful content-area reading.* Heinemann. (SECOND EDITION)
2. Muhammad, G. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy.* Scholastic.
3. Articles**:** Students are responsible for reading additional articles (posted on the Carmen Canvas course site) as indicated on the syllabus.

#### Supplemental/Optional Texts:

1. Fang, Z. (2024). *Demystifying academic reading: A disciplinary approach to reading across content areas.* Routledge.

#### CARMEN ACCESS

You will need to use BuckeyePass multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

* + Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions.
  + Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
  + Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

# GRADING AND FACULTY RESPONSE

## How your grade is calculated

|  |  |
| --- | --- |
| **ASSIGNMENT CATEGORY** | **POINTS** |
| Weekly Reading Responses (complete five over the course of the semester) (A) | 100 |
| Foundational Literacy Skills Infographic and Video | 100 |
| Personal Literacy Narrative (A) | 100 |
| Strategy Microteaching and Reflection (PS) | 100 |
| Case Study of a Reader (A) | 100 |
| Lesson Plan for Case Study students (A) | 100 |
| Reading (Literacy) Truths (A) | 100 |
| Attendance, Participation, and Active Engagement (includes in-class and asynchronous class work) | 100 |
| Total | **800** |

*See course schedule below for due dates.*

*Assignment Codes: S=Synchronous/In-Class; PS=Partially Synchronous/Small Group; A=Asynchronous/ Independent*

## Assignments

* **Turning in Assignments**: All written work that is turned into Carmen for evaluation or grading should be typewritten and should employ 1-inch margins on all sides, 12- point font, either Arial or Times New Roman, and double spacing.
  + When submitting electronic copies, be sure to format your file so that it can be opened in Word or Adobe (.doc, .docx, or .pdf).
  + Use APA format for all papers and carefully proofread and edit. Look at the “References” tab in MS which automates the citing process. Note that <http://owl.english.purdue.edu/owl/> is a useful online reference for APA style.
* **Late Assignments**: All assignments must be turned in on the due date and by the time indicated.
  + Assignments turned in late will have a 10% deduction of points after the

late assignments will not be accepted.

* + Flexibility is possible but only when advance arrangements are made, and only when there is a good reason (e.g., documented illness or emergency).
* **Attendance, Engagement, & Contribution:** Due to the nature of this course, consistent attendance and engagement in all course environments is required. Attendance & participation will be monitored and will affect your final grade.

#### Attendance at our online class meetings is mandatory and will be taken at the start of each session.

* + If you have to miss one of these sessions, please communicate with me **in advance if at all possible!** We will work together on how to make up any missed assignments or instructions. If there is a persistent pattern of absences without advance notification, your grades may be affected.

## Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70 –72.9: C-

67 –69.9: D+

60 –66.9: D

Below 60: E

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

* + **Grading and feedback:** For minor weekly assignments, you can generally expect feedback within **7 days**. For major assignments, you can generally expect feedback within **10-14 days.**
  + **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

# OTHER COURSE POLICIES

## Discussion and online communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

* + **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
  + **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
  + **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
  + **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Academic integrity policy

### POLICIES FOR THIS COURSE

* + **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
  + **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
  + **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your

results or your library research look more successful than it was.

* + **Collaboration and informal peer-review**: The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
  + **Group projects**: This course potentially includes a partner project, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

### OHIO STATE’S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review

the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the

university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

* + The Committee on Academic Misconduct web pages (COAM Home)
  + *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
  + *Eight Cardinal Rules of Academic Integrity*

([www.northwestern.edu/uacc/8cards.htm)](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu.](mailto:titleix@osu.edu) Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or

email [equity@osu.edu.](mailto:equity@osu.edu)

## Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

# ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

## Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu;](mailto:slds@osu.edu) 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

## Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

* + CarmenCanvas accessibility
  + Streaming audio and video
  + CarmenZoom accessibility
  + Collaborative course tools

## Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

# ASSIGNMENT DESCRIPTIONS

#### Weekly Reading Responses

Five times over the semester on weeks of your choice, you will be responsible for crafting a response to the week’s readings in a way that is meaningful to you. You will post your response to the discussion board. Possible options include writing a

response, using Google Slides, recording a video/audio, making a mindmap. You are welcome to propose other ideas. The goal is for you to synthesize the readings, think about key ideas within them, and extend your thinking to how the readings might apply to you in your future classroom. Your responses should show your thinking and demonstrate your understanding, questions, or ideas about the concepts within them. Be sure to cite your sources from your readings with APA formatting.

#### Literacy Narrative

Paulo Freire writes: “As I began writing about the importance of the act of reading, I felt myself drawn enthusiastically to rereading essential moments in my own practice of reading, the memory of which I retained from the most remote experiences of childhood, from adolescence, from young manhood, when a critical understanding of the act of reading took shape in me. In writing this [chapter], I put objective distance between myself and the different moments at which the act of reading occurred in my experience: first, reading the world, the tiny world in which I moved; afterward, reading the word, not always the word-world in the course of my schooling” (1987, p. 21)

In doing so, he helps us understand that the experiences we have reading the commonplace details of our everyday lives cannot be separated from the ways that we read – decode, interpret, understand, rewrite, and use – words. So, any exploration of what literacy – in other words, reading and writing – is and what people do through and with it, any such exploration must start with ourselves: our histories and lives, both within and beyond schooling.

Our first course assignment is to write a narrative that provides insight into your history and experiences with literacy, both reading the word and the world. You can approach this in any way that you’d like. Paulo Freire provides us with one example. And as a literacy educator and theorist, his approach reflects who he sees himself to be and who he hopes to become. Since you are not Freire but instead are someone unique and singular in your own right, your narrative will inevitably look different.

Beyond these directions, your narrative should be approximately 500-800 words. I’m open to other options as well if they suit the assignment. It should include a beginning, middle, and end.

Your narrative will be assessed on the degree to which you look across your life history and the various domains of your life and the depth to which you are able to articulate your own understanding of and experiences with reading the word and the world. Your definitions will be assessed based upon the thoughtfulness and thoroughness of your answers.

Be prepared to share what you write with an audience of your classmates and not only me as your teacher.

#### Foundational Literacy Skills Infographic and Explanatory Video

Working in content- or disciplinary-specific groups, and drawing from course readings and lecture notes, you will develop an infographic and video explaining key elements of literacy

and how these relate to learning in your content area or discipline. Infographics must include discussion of the Simple View of Reading and the separate strands of Scarborough’s rope, as well as attention to word analysis in your field.

#### Strategy Microteaching & Reflection

Presentation dates vary; **reflections due on Carmen one week from the day of presentation**.

Individually or with a group, you will choose a teaching strategy (described in chapter 5 of *Subjects Matter*) from the sign-up sheet and a short text (we need to be able to read it in class during your microteach). Ideally, the text will be a text that: you have seen used by someone in your field placement or school; you know is part of the curriculum at your field placement or current school; or you know you could teach in your field placement or current school. Individually or with your classmate, you will teach the class a key skill or concept in your discipline, modeling the literacy strategy as you teach the key skill or concept. You have 15-20 minutes (including reading time) for your microteach.

You are encouraged to use resources, online or otherwise, to help you make the lesson engaging. Your microteach should have a clear opening, middle, and closing, including an assessment at the end of the lesson to determine your students’ capability with the key skill or concept (based in the state academic content standards). You must have one key skill or concept that is the focus on your microteach; it should be the skill or concept that you assess; it should be clearly stated towards the beginning of the lesson so that the class understands the learning goal of the microteach. Be prepared with all technology needed etc. ahead of time.

There is a template that you will use to complete your lesson plan, which is available on Carmen.

#### Case Study of a Reader

As teachers and learners, we can’t assume to know exactly what literacy looks like in a certain person’s life or how they use it. Instead, a social perspective on literacy asks us to take up a stance of inquiry in that we can learn from our students so that our teaching can become more responsive, relevant, effective, and humanizing.

You will be completing a case study of a student’s literacy practices. More information will be provided about this assignment on Carmen and in class.

**Lesson Plan based on Case Study write-up and thinking behind the planning** After learning about your case study participant’s reading habits and challenges, you will partner up with a classmate to share what you learned about your case study student. You will then plan a lesson for your content area using this information about the case study participants to inform your planning. You will need to show how you are basing your literacy instruction on learning about the case study students and

what you have learned in class about sound literacy pedagogy. You will have the chance to get feedback from your peers and me before submitting this assignment.

In addition to the lesson plan that you submit, you will write a thinking behind the planning piece, where you articulate connections to course content and literacy theory. You can either do this by annotating your lesson plan document or by writing a separate accompanying piece to your lesson. You should be sure to explicitly connect to at least five course texts and/or big ideas through your explanation of the thinking behind the planning.

In planning your lesson, you should be sure to consider:

* The case study students’ strengths and challenges with literacy
* Appropriate strategies and approaches to literacy instruction (think about our microteaches and other strategies we’ve tried out)
* How your students use literacies outside of school/class and at home – how can you draw on these/value them/ use them to bridge the content to your students? (Reading the word and the world, funds of knowledge, etc.)
* How literacy is used within your content area (see your literacy inventory) Incorporating opportunities for inquiry (see Subjects Matter Ch. 10)
* Developing thinking habits of effective readers (see Subjects Matter Ch. 2)
* Incorporating a “balanced diet” of texts (see Subjects Matter Ch. 4) Concepts and practices such as:
  + Writing to learn (see Daniels, Steineke, & Zemelman “Writing to Learn”)
  + Using textbooks effectively (see Subjects Matter Ch. 3, 6)

Your final project should include:

1. The completed lesson plan template
2. Your thinking behind the planning –annotate your lesson plan or write a separate companion piece

#### Reading (Literacy) Truths

Throughout your ILA teaching program and within this course, you will spend time considering what are your own truths regarding literacy in your future classroom. These truths should be rooted in what your own experiences in and out of school, your observations in the field/through your case study assignment, as well as learning throughout the course/program. According to Muir (2022), the exercise of crafting Reading Truths encourages educators to “reflect on what we [know are] the keys to fostering lifelong reading habits in our students” (p. 21). The exercise of reflecting on and articulating our own reading truths is valuable because it pushes us to create a classroom space grounded in our fundamental beliefs about the role and value of reading, writing, and literacies within it. For the final assignment for this course, I would like for you to reflect on your Reading (Literacy) Truths, recognizing that these will continue to change over time. The format for the presentation of this assignment is open. We will talk more about this assignment in class.

## List of Course Readings

Barber (2022) Passion projects: Students writing for joy in a connected, digital age.

*English Journal*, 111(3), 84-89.

Barclay, A.M. (2023) Beautiful chaos: Facilitating collaboration and navigating conflict in social issue research projects. *English Journal, 113*(2), 102-104.

Barton, D., & Hamilton, M. (2005). Literacy practices. In *Situated literacies* (pp. 25-32).

Routledge.

Daniel, S., Pacheco, M., Smith, B., Burriss, S., Hundley, M. (2023). Cultivating writerly virtues: Critical human elements of multimodal writing in the age of artificial intelligence. *Journal of Adolescent and Adult Literacy, 67*, 32-38.

Daniels, H., Zemelman, S., & Steineke, N. (2007). *Content-Area Writing: Every Teacher's Guide*. Education Review.

Daniels, H. & Zemelman, S. (2014). *Subjects matter: Exceeding standards through powerful. content-area reading.* Heinemann.

Darvin, J. (2006). “Real-World Cognition Doesn't End When the Bell Rings”: Literacy Instruction Strategies Derived From Situated Cognition Research. *Journal of Adolescent & Adult Literacy, 49*(5), 398-407.

De La Torre, J. (2023). Activating home pedagogies: The importance of connections in localized learning. *English Journal, 113*(2), 108-110.

Dyches, J. (2022). Power reading: Agitating with critical disciplinary literacy think alouds. *English Journal*, 111(3), 75-83.

Elmore, P. G., & Coleman, J. M. (2019). Middle school students’ analysis of political

memes to support critical media literacy. *Journal of Adolescent & Adult Literacy*, *63*(1), 29-40.

Fang, Z. (2024). “Reading and Learning in Academic Content Areas.” In *Demystifying Academic Reading: A Disciplinary Approach to Reading Across Content Areas* (pp. 1-41). Routledge.

Freebody, P., & Luke, A. (1990). Literacies programs: Debates and demands in cultural context. *Prospect: An Australian Journal of TESOL, 5*(3), 7-16.

Freire, P. (1983). The importance of the act of reading. *Journal of education, 165*(1), 5 11.

Galloway, E.P., McClain, J. P., & Uccelli, P. (2020). Broadening the lens on the science of reading: A multifaceted perspective on the role of academic language in text understanding. *Reading Research Quarterly*, *55* (S1), 5331-5345.

Garcia, A. (2020). What counts as reading today? *Literacy Today,* 34-35.

Graves, M. F., Baumann, J. F., Blachowicz, C. L., Manyak, P., Bates, A., Cieply, C., ... & Von Gunten, H. (2014). Words, words everywhere, but which ones do we teach?. *The Reading Teacher, 67*(5), 333-346.

Greenleaf, C., Schoenbach, R., Cziko, C., & Mueller, F. (2001). Apprenticing adolescent readers to academic literacy. *Harvard Educational Review*, *71*(1), 79-130.

Harvey, S., & Goudvis, A. (2013). Comprehension at the core. *The Reading Teacher*, *66*(6), 432-439.

Hines, C. & Menefee, D. (2022). #BlackGirlLiteratureMatters: Exploring the multiciplicities of Black girlhood. *English Journal*, 111(3), 67-74.

Jackson, J. (2018). Build an Interactive Word Wall. *The Science Teacher*, *85*(1), 42-46.

Jackson, R., & Zmuda, A. (2014). 4 (secret) keys to student engagement. *Educational Leadership, 72*(1), 18-24.

Johnston, P., & Scanlon, D. (2020). An examination of dyslexia research and instruction, with policy implications. *Literacy Research Association*.

Kirkland, D. E. (2009). The skin we ink: Tattoos, literacy, and a new English education. *English Education*, *41*(4), 375-395.

Kuhn, M. R., & Schwanenflugel, P. J. (2019). Prosody, pacing, and situational fluency (or why fluency matters for older readers). *Journal of Adolescent & Adult Literacy, 62*(4), 363-368.

Linares, R. E. (2019). Meaningful writing opportunities: Write-alouds and dialogue journaling with newcomer and English learner high schoolers. *Journal of Adolescent & Adult Literacy*, *62*(5), 521-530.

McCandlish, S. (2024). Teaching the language strand of the reading rope through mentor texts. *Word of Mouth*, *35*(4), 10-14.

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into practice, 31*(2), 132-141

Muhammad, G. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy.* Scholastic.

Muir, A. (2022). Reading truths. *English Journal*, 111(3), 21-23.

Rose (2004) A vocabulary of carpentry. In *The mind at work* (pp. 67-99). Penguin. Snow, C. E. (2018. Simple and not-so-simple views of reading. *Remedial and Special*

*Education*, *39* (5), 313-316.

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| --- | --- | --- | --- |
| **Class** | **Topics** | **Readings (Due Before Class)** | **Assignments Due** |
|  | *What can I expect this* | * Syllabus and Course Materials * Freire (1987) “The Importance of the Act of Reading” |  |
| 1 | *semester? How do I* |
| Jan 6 | *understand literacy?* |
|  | (ODHE 2.1, 5.1, 5.2, |
|  | 5.3) |
| 2  Jan 13 | *How does early literacy development work?*  *What are the implications of early reading development for content literacy?*  (ODHE 1.1, 1.2, 2.1, 2.2,  2.3) | * Fang (2024). “Reading and Learning in Academic Content Areas.” * Galloway, McClain & Uccelli (2020), “Broadening the Lens on Science of Reading: A Multifaceted Perspective on the Role of Academic Language in Text Understanding.” * Snow (2018), “Simple and Not So Simple Views of Reading” * McCandlish, S. (2024). “Teaching the Language Strand of the Reading Rope through Mentor Texts.” | Personal literacy narrative  -turn in  -post on the discussion board  **\*Microteaching Presentation Sign- Up Link** |
|  |  | Strategy Microteaching **I will model**  Think Aloud (pp. 94-97) |  |
| 3  Jan 20 | *NO CLASS - Dr. Martin Luther King, Jr. DAY* |  |  |
| 4  Jan 27 | *What is a social theory of literacy?*  *What are different perspectives that might contribute to my understanding of literacy?*  (ODHE 1.3, 2.4, 3.4,  5.2, 5.3) | * Freebody & Luke (1990) “Literacies’ Programs: Debates and Demands in Cultural Context” * Barton & Hamilton (2001) “Literacy Practices” * *Cultivating Genius* Introduction (pp. 8-15) | Infographic and Explanatory Video  -turn in  -post on the discussion board |
|  |  | ASYNCHRONOUS CLASS THIS WEEK |  |
| 5  Feb 3 ASYNCHR ONOUS | *How can I support learners and readers with different abilities?* (ODHE, 1.3) | * Johnston & Scanlon (2020) “An examination of Dyslexia Research and Instruction with Policy Implications” * **Additional Resources will be posted on Carmen** |

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| 6  Feb 10 | *How do we use literacies inside and outside the classroom?* (ODHE 1.3, 2.3, 2.4,  3.4, 5.1, 5.2, 5.3) | * Moll, et al (1992) “Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms”   **Choose 1 (we’ll sign up in class)**   * Kirkland “The Skin We Ink” * Rose (2004) “A Vocabulary of Carpentry” from *The Mind at Work* | Mindmap (in class)  On Carmen: View two peer literacy narratives and respond – how do you see funds of knowledge and literacy as a social practice at work in the narratives? |
|  |  |  | Time to work on Strategy Microteaching in class |
| 7  Feb 17 | *How can I embed reading and writing instruction in a meaningful context?*  (ODHE 4.1, 4.2, 4.3,  4.4) | * *Subjects Matter* Ch. 1 “The Core Purposes of Reading” (skip first 9 pages of narrative) * *Cultivating Genius* Ch. 1-2 (pp. 16-38) |  |
|  |  | Strategy Microteaching   * Annotating Text (p. 121) and Where Do You Stand? (p. 166) |
|  |  | * *Subjects Matter* Ch. 2 “How Smart Readers Think” * *Cultivating Genius* Ch. 3 (pp. 62-81) |  |
| 8  Feb 24 | *How do we help shape our students’ reading skills? (part 1)* (ODHE 1.3, 2.1, 3.4,  5.1, 5.2, 5.3) | **Choose 1 (we’ll sign up in class)**   * Kuhn & Schwanenflugel (2018) “Prosody, Pacing, and Situational Fluency (or Why Fluency Matters for Older Readers)” * Baker-Bell (2020) “Dismantling Anti- Black Linguistic Racism in English language arts classrooms” |
|  |  | Strategy Microteaching |
|  |  | * Clustering and Mapping (p.   155) & Pre-reading Quiz (p. 107) |

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| 9  March 3 | *How do we help shape our students’ reading skills? (part 2)* (ODHE 2.1, 2.4, 3.1,  3.2, 3.3, 3.4) | * *Subjects Matter* Ch. 11 “Help for Struggling Readers” * Harvey & Goudvis (2013) “Comprehension at the Core” * *Cultivating Genius* Ch. 4-5 (pp. 82- 115) |  |
|  | Strategy Microteaching   * Dramatic Role Play (p. 110) & Vocabulary   Predictions (p. 112) |
| 10  March 10 ASYNCH RONOUS CLASS | *How can we plan curriculum using inquiry to develop our students’ intellect and engage them in their learning?*  (ODHE 4.1, 4.2, 4.3,  4.4, 5.1, 5.2, 5.3) | ASYNCHRONOUS CLASS THIS WEEK   * *Subjects Matter* Ch. 10 “Inquiry Units” * Barclay (2023) “Beautiful Chaos: Facilitating Collaboration and Navigating Conflict in Social Issue Research Projects” * *Cultivating Genius* pp. 156-166 |  |
| 11  March 17 | *How do we select texts that are appropriate and engaging for our students?*  (ODHE 2.3, 2.4, 5.1.,  5.2, 5.3) | * *Subjects Matter* Ch. 4 “Toward a Balanced Diet of Reading” * *Cultivating Genius* Ch. 7 “Selecting Historically Responsive Texts” | Case Study |
|  |  | **Choose 1 (we’ll sign up in class)**:   * Hines & Menefee (2022)   #BlackGirlLiteratureMatters: Exploring the Multiplicities of Black Girlhood   * *Subjects Matter* Ch. 8 “Independent Reading Workshop in Content Areas” *Subjects Matter Ch. 8 “Independent Reading Workshop in Content Areas”* * Pink/Azzam and Jackson & Zmuda (2014) on Engagement |  |
|  |  | Strategy Microteaching   * Sketching My Way Through the Text (p. 131) & Tweet the Text (p. 138) |  |

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| 12  March 24 | *How do we develop our students’ criticality through their literacy education?*  (ODHE 2.3, 2.4,  4.3, 4.4, 5.1, 5.2,  5.3) | * *Cultivating Genius* Ch. 6 “Toward the Pursuit of Criticality" * Muir (2022) “Reading Truths”   **Choose 1 (we’ll sign up in class):**   * Dyches (2022) Power Reading: Agitating with Critical Disciplinary Literacy Think Alouds * Elmore & Coleman (2019) “Middle School Students’ Analysis of Political Memes to Support Critical Media Literacy”   Strategy Microteaching  Second Helpings (p. 163) & Coding Text (p.125) | **We will spend time in class today collaborating on case study lesson plans** |
| 13  March 31 | **SPRING BREAK – NO CLASS** |  |  |
| 14  April 7 | *How do we use low- stakes writing as part of our literacy curriculum?*  (ODHE 4.1., 4.2, 4.3,  4.4) | * Daniels, Zemelman, & Steinke’s Content Area Writing (2007) Chapter Two: Writing to Learn   **Choose 1 (we’ll sign up in class):**   * Barber (2022) Passion Projects: Students Writing for Joy in a Connected, Digital Age * Linares (2018) Meaningful Writing Opportunities: Write- Alouds and Dialogue Journaling with Newcomer and English Learner High Schoolers * Daniel, et al. (2023) Cultivating writerly virtues: Critical human elements of multimodal writing in the age of artificial intelligence   Strategy Microteaching   * Partner reading (p.115) & Post-it Response Notes (p. 118) | RAFT essay (in class assignment)  Case Study Lesson Plan |

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| 15  April 14 | *How can I select and teach vocabulary effectively?*  (ODHE 3.1, 3.2, 3.3,  3.4) | * Graves et al. (2013) “Words, Words Everywhere, But Which Ones Do We Teach?” * Jackson (2018) “Build an Interactive Word Wall: Connecting scientific concepts with academic vocabulary” * **Bring a novel/poem/ short story/other text you can see yourself teaching to class** |  |
|  |  | **Review the following strategies from Subjects Matter:**   * Word Wall (p. 143) * Word Meaning Graphic Organizer (p. 147) * Vocabulary Tree (p. 150) * List-Group-Label (p. 153) |
|  |  | Strategy Microteaching   * Multicolumn Notes (p. 128) & Written Conversation (p. 159) |
| 15  April 21 | *CCS Spring Break - No class* |  |  |
| FINALS |  |  | Reading (Literacy) Truths DUE APRIL 28 |

*\** Note: The instructor reserves the right to make changes to this schedule. Any changes will be conveyed in writing, as per university policy, and posted on Canvas. It is the student’s responsibility to use the most up-to-date schedule.

**Alignment of EDUTL 5442 Learning Goals and ODHE Dyslexia Prepara?on Guidance**

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| **Candidates are prepared to:** | **EDUTL 5346 Expected Learning Outcomes** | **Course Assessment** |
| a) know and recognize that assessment, preven6on, and remedia6on for students with dyslexia are cri6cal factors in raising reading proﬁciency rates throughout the | ELO 1: Ar6culate a theory of what literacy is and the ways that people use it in their lives, both within and beyond classrooms and schooling. | Final Project |
| b) understand the content of effective instruction that emphasizes the structure of language including phonology (speech/sound system), orthography (the writing system), syntax (sentence structure), and morphology (meaningful parts of words); | ELO 5: Explain and model various word recogni6on, vocabulary, ques6oning, and comprehension strategies used by ﬂuent readers and teach eﬀec6ve study skills strategies.  ELO 6: Provide direct instruc6on and model what, when, and how to use reading strategies with various genres of texts. | Strategy Microteaching & Reﬂec6on |
| c) develop requisite skills critical for providing differentiated reading instruction to at-risk readers of varying ages and ability levels; | ELO 3: Recognize the importance of embedding reading and wri6ng instruc6on in a meaningful context for the purpose of accomplishing speciﬁc, meaningful tasks or for pleasure.  ELO 7: Employ strategies to encourage and mo6vate students to pursue and respond to reading and wri6ng for personal growth and fulﬁllment. | Strategy Microteaching & Reﬂec6on |
| d) recognize the principles that form the basis of the NICHD/IDA definition of dyslexia and identify distinguishing characteristics of this reading disorder; and | ELO 9: recognize the principles that form the basis of the NICHD/IDA deﬁni6on of dyslexia and iden6fy dis6nguishing characteris6cs of this reading disorder. | Case Study of a Reader |
| e) recognize the effectiveness of systematic, explicit, multisensory (the simultaneous incorporation of visual, auditory, kinesthetic, and tactile pathways for learning) reading instruction to ameliorate reading failure. | ELO 2: Recognize the importance of teaching reading and wri6ng as a process rather than a discrete series of skills. Understand how reading and wri6ng are social prac6ces that change depending on context rather than being a set of universal and invariable skills.  ELO 6: Provide direct instruc6on and model what, when, and how to use reading strategies with various genres of texts.  ELO 7: Employ strategies to encourage and motivate students to pursue and respond to reading and writing for personal growth and fulfillment.  ELO 8: Know not only how to employ teaching strategies, but also why you use those strategies as it relates to your developing understanding of literacy, teaching, learning, and knowledge. | Strategy Microteaching & Reﬂec6on  Case Study of a Reader  Final Project |

#### ODHE 3-Hour Content Reading Standards

1. **Foundational Literacy Skills**
   1. Utilize the Simple View of Reading and the separate strands of Scarborough’s Rope as foundational pieces for explaining

literacy development.

* 1. Demonstrate understanding of systematically teaching the decoding/ analysis of multisyllabic words related to discipline- specific content.
  2. Demonstrate an understanding of how to identify and advocate for students who may experience difficulties when reading content area text.

1. **Comprehension**
   1. Explain the relationships between fluent word reading, listening comprehension, and reading comprehension and their applications to Content Literacy and Disciplinary Literacy.
   2. Use Scarborough’s Reading Rope model to demonstrate understanding of critical factors (syntax, background knowledge,

vocabulary, verbal reasoning, genres) that contribute to deep comprehension of texts.

* 1. Demonstrate understanding of selecting rich texts appropriate for instruction that includes a wide range of genres (informational text, narrative text, and argumentation) to facilitate comprehension.
  2. Demonstrate understanding of the teacher’s role as an active mediator of student engagement and strategies with text for deep comprehension.

1. **Vocabulary**
   1. Demonstrate understanding of the importance of wide reading in vocabulary development through the selection of rigorous, culturally responsive, complex grade-level texts.
   2. Demonstrate understanding of the role morphology plays in conveying meaning in content area texts
   3. Demonstrate understanding of evidence-based approaches to learning and utilizing content-specific vocabulary terms
   4. Demonstrate an understanding of the role a language-rich environment plays in the development of vocabulary.
2. **Writing**
   1. Demonstrate understanding and apply in practice considerations for the development of skilled written composition through explicit instruction, applying the phases of writing.
   2. Demonstrate an understanding of the impact of increasing how much students write, connecting writing to texts and content (before, during, and after reading).
   3. Demonstrate an understanding of the role of background knowledge and vocabulary as applied to clear expression of ideas in writing.
   4. Demonstrate understanding and apply in practice the fundamentals of sentence construction and syntax, connecting writing to content.
3. **Background Knowledge**
   1. Demonstrate an understanding that readers need a threshold of background knowledge surrounding the topic to comprehend a text.
   2. Demonstrate an understanding that effective reading instruction builds, supports, and connects new

information to an existing knowledge base, recognizing that all students' background knowledge is different and directly related to their lived experiences.

* 1. Demonstrate the ability to implement knowledge building instructional practices, recognizing that knowledge is not an accumulation of facts, but a network composed of clusters of concepts that are coherent, generative, and supportive of future learning within a domain.

**College of Education and Human Ecology**

Department of Teaching and Learning

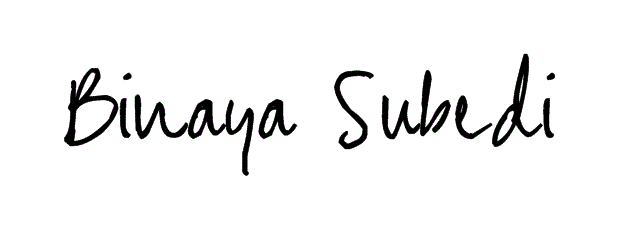
333 Arps Hall 1945 N. High Street Columbus, OH 43210-1120

ehe.osu.edu

Dear Dr. Kinney,

This letter confirms our intention to accommodate Music Education students for EDUTL 5442 (Teaching Reading Across the Curriculum) starting 2025-26 academic year.

We offer in person and on-line sections of the course and will be able to accommodate approximately 30-35 students, across two semesters. Based on your advice, we can plan to enroll 15-18 students each semester.

Please let me know if you have any questions Sincerely,

Binaya Subedi, Ph.D. (he/his)

Professor & Associate Chair, Department of Teaching and Learning College of Education and Human Ecology

329 Arps Hall 1945 N High Street

Columbus, OH 43210 [subedi.1@osu.edu](mailto:subedi.1@osu.edu)

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**Three-Hour Reading in Content Standards**

In response to section 3333.048 of the Amended Substitute House Bill Number 33 of the 135th Ohio General Assembly, the Ohio Department of Higher Education (ODHE) convened a panel of experts from both public and private institutions to develop the standards for the three-hour reading in content course to ensure alignment with the Science of Reading. The panel met virtually in consultation with the Chief of Literacy and other literacy staff at the Ohio Department of Education and Workforce.

Panel members:

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| Chanda Coblentz | University of Mount Union | Margaret Lehman | Lourdes University |
| David Brobeck | University of Cincinnati | Mary Heather Munger | University of Findlay |
| Kerry Teeple | University of Findlay | Melissa Weber-Mayrer | Ohio Department of Education and Workforce |
| Lindsey Roush | Walsh University | Carolyn Turner | Ohio Department of Education and Workforce |
| Lindsay Vance | Lourdes University | Michelle Elia | Marietta College |
| Lucie Collier | Mount St. Joseph University | Sandra Summerfield | Central State University |
| Mandy Wallace | Youngstown State University |  |  |

Literacy is a foundational skill that permeates all aspects of education and goes beyond the time set aside for English Language Arts. Integrating literacy into the content areas is critical because it supports students' ability to comprehend and engage with subject-specific information across various disciplines. Educators play a critical role in developing those literacy skills, and understanding components of high-quality instruction – such as foundational literacy skills, comprehension, vocabulary, writing, background knowledge, and syntax – are important for teachers to understand if their students are to become skilled readers, writers, and communicators.

The Three-Hour Content Reading Standards set forth by the Ohio Department of Higher Education articulate the knowledge and skills that educators need to provide effective reading instruction within content areas. These standards reflect Science of Reading research and aim to enhance the ability to build content knowledge from a literacy perspective. The ODHE Content Reading Standards are organized into five key components. In addition to the standards, an addendum articulating instructional recommendations (how each standard might be taught, observed, assessed, or applied) is provided as a resource.

The five components are as follows:

1. Foundational Literacy Skills

The foundational literacy skills addressed in the Content Reading Standards collectively contribute to a comprehensive understanding of literacy instruction. They serve as the building blocks for an approach that supports reading complex content area texts.

1. Comprehension

Comprehension is the goal of reading and allows for meaningful interaction with texts. Possessing the expertise to enhance students' comprehension is vital for educators when teaching literacy skills across disciplines.

1. Vocabulary

The development of vocabulary is significant, especially in the content areas, because it directly influences comprehension. Developing the ability to select culturally responsive, complex grade-level texts, teach morphology explicitly, choose instructional strategies to teach content-specific vocabulary terms, and create a language-rich environment is critical for content area reading instruction.

1. Writing

Writing and reading are interrelated processes that support one another, playing a role in overall literacy development. The importance of writing instruction lies in its critical nature, as involvement in writing not only cultivates writing skills but also concurrently strengthens reading abilities and content knowledge.

1. Background Knowledge

Background knowledge plays a significant role in reading comprehension. It is beneficial to possess a foundational understanding of a topic, connect new information to existing knowledge, and implement instructional practices that intentionally build students’ background knowledge.



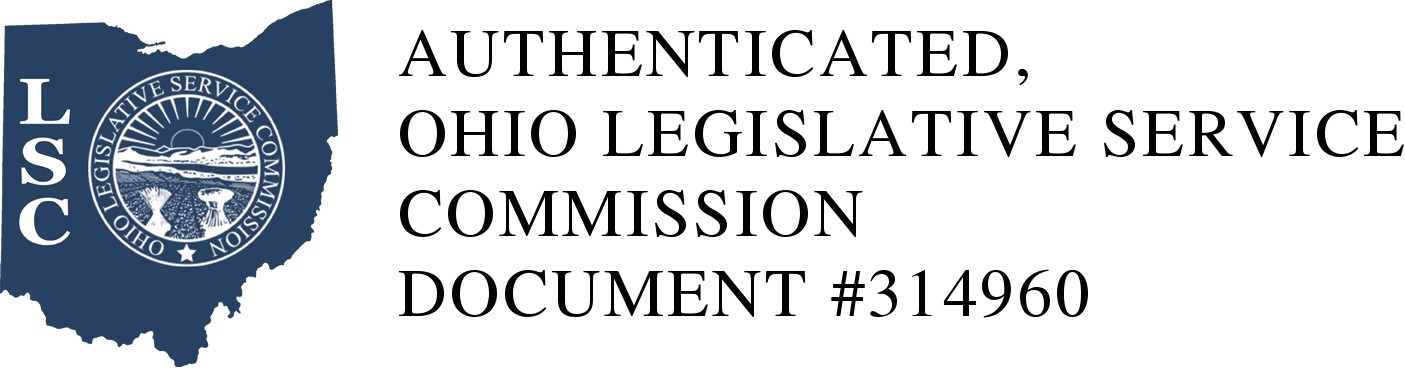
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| **1. FOUNDATIONAL LITERACY SKILLS** |
| **1.1** Utilize the Simple View of Reading and the separate strands of Scarborough’s Rope as foundational pieces for explaining  literacy development. |
| **1.2** Demonstrate understanding of systematically teaching the decoding/ analysis of multisyllabic words related to discipline- specific content. |
| **1.3** Demonstrate an understanding of how to identify and advocate for students who may experience difficulties when reading content area text. |

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| **2. COMPREHENSION** |
| **2.1** Explain the relationships between fluent word reading, listening comprehension, and reading comprehension and their applications to Content Literacy and Disciplinary Literacy. |
| **2.2** Use Scarborough’s Reading Rope model to demonstrate understanding of critical factors (syntax, background knowledge,  vocabulary, verbal reasoning, genres) that contribute to deep comprehension of texts. |
| **2.3** Demonstrate understanding of selecting rich texts appropriate for instruction that includes a wide range of genres (informational text, narrative text, and argumentation) to facilitate comprehension. |
| **2.4** Demonstrate understanding of the teacher’s role as an active mediator of student engagement and strategies with text for  deep comprehension. |

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| **3. VOCABULARY** |
| **3.1** Demonstrate understanding of the importance of wide reading in vocabulary development through the selection of rigorous, culturally responsive, complex grade-level texts. |
| **3.2** Demonstrate understanding of the role morphology plays in conveying meaning in content area texts |
| **3.3** Demonstrate understanding of evidence-based approaches to learning and utilizing content-specific vocabulary terms |
| **3.4** Demonstrate an understanding of the role a language-rich environment plays in the development of vocabulary. |

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| **4. WRITING** |
| **4.1** Demonstrate understanding and apply in practice considerations for the development of skilled written composition through explicit instruction, applying the phases of writing. |
| **4.2** Demonstrate an understanding of the impact of increasing how much students write, connecting writing to texts and content (before, during, and after reading). |
| **4.3** Demonstrate an understanding of the role of background knowledge and vocabulary as applied to clear expression of ideas in writing. |
| **4.4** Demonstrate understanding and apply in practice the fundamentals of sentence construction and syntax, connecting writing to content. |

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| **5. BACKGROUND KNOWLEDGE** |
| **5.1** Demonstrate an understanding that readers need a threshold of background knowledge surrounding the topic to comprehend a text. |
| **5.2** Demonstrate an understanding that effective reading instruction builds, supports, and connects new information to an existing knowledge base, recognizing that all students' background knowledge is different and directly related to their lived experiences. |
| **5.3** Demonstrate the ability to implement knowledge building instructional practices, recognizing that knowledge is not an accumulation of facts, but a network composed of clusters of concepts that are coherent, generative, and supportive of future learning within a domain. |

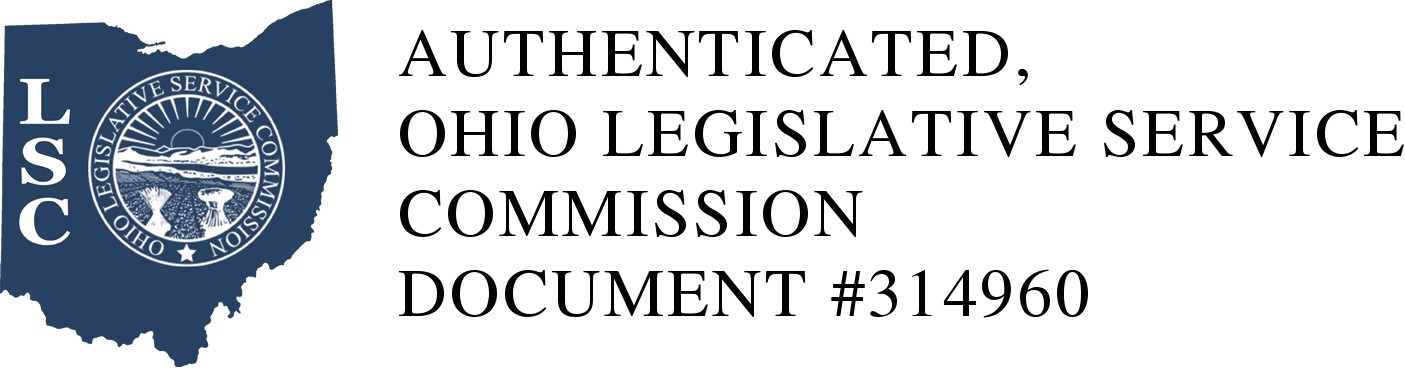


Ohio Revised Code

Section 3333.048 Educator preparation; Metrics and programs.

Effective: April 30, 2024 Legislation: House Bill 101

* 1. The chancellor of higher education, in consultation with the director of education and workforce, shall, in accordance with Chapter 119. of the Revised Code, establish metrics for the preparation of educators and other school personnel and the institutions of higher education that are engaged in their preparation. The metrics to be used in educator preparation programs shall do all of the following:
     1. Be aligned with the standards and qualifications for educator licenses adopted by the state board of education under section 3319.22 of the Revised Code and the requirements of the Ohio teacher residency program established under section 3319.223 of the Revised Code;
     2. Ensure that educators and other school personnel are adequately prepared to use the value-added progress dimension prescribed by section 3302.021 of the Revised Code or the alternative student academic progress measure if adopted under division (C)(1)(e) of section 3302.03 of the Revised Code;
     3. Ensure that all educators complete coursework in evidence-based strategies for effective literacy instruction aligned to the science of reading, which includes phonics, phonemic awareness, fluency comprehension, and vocabulary development, and is part of a structured literacy program;
     4. Ensure that clinical preparation for all educators who are responsible for teaching reading only occur in the classrooms where the local education agency has verified that the practicing teachers have training in literacy instruction strategies aligned to the science of reading, use instructional materials aligned to the science of reading from the list established under section 3313.6028 of the Revised Code, and actively implement a structured literacy approach.
  2. The chancellor shall do all of the following:
     1. Develop an auditing process that clearly documents the degree to which every educator

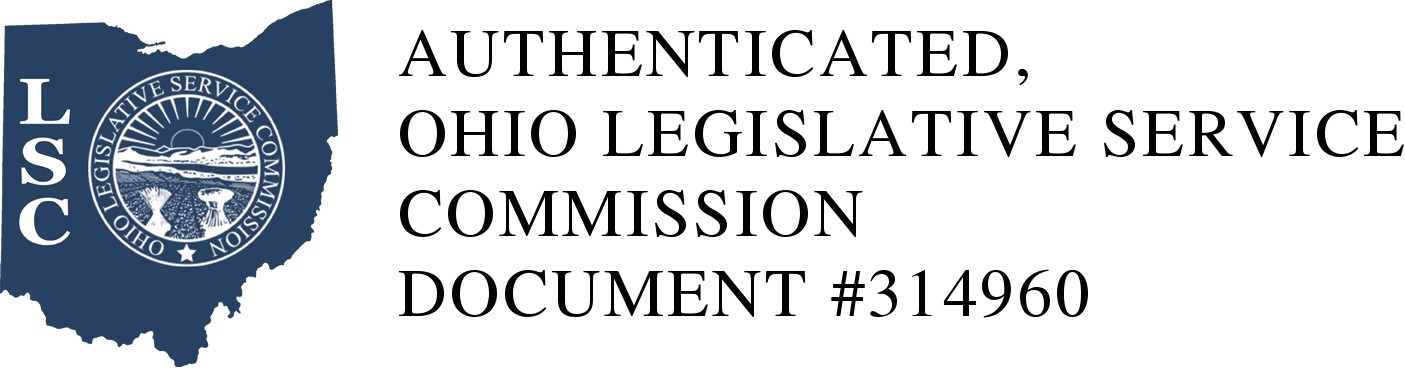


preparation program at an institution of higher education is effectively teaching the science of reading as follows:

* + - 1. By December 31, 2023, complete an initial survey of educator preparation programs, establish metrics for the audits, and update standards to reflect new requirements;
      2. Grant a one-year grace period for all institutions to meet new standards and requirements under this section to begin on January 1, 2024;
      3. On January 1, 2025, begin conducting audits of each institution that offers educator preparation programs.

The chancellor shall revoke approval for programs that are found to be not in alignment and do not address the findings of the audit within a year. All programs shall be reviewed every four years thereafter to ensure continued alignment.

* + 1. Annually create a summary of literacy instruction strategies and practices in place for all educator preparation programs based on the program audits, including institution-level summaries, until all programs reach the required alignment specified in division (A)(3) of this section;
    2. In conjunction with the department of education and workforce, do all of the following:
       1. Publicly release the summaries with local education agencies not later than the thirty-first day of March of each year;
       2. Identify a list of approved vendors who can provide professional development experiences that are consistent with the science of reading to educators who are responsible for teaching reading, including faculty in educator preparation programs;
       3. Develop a public dashboard that reports the first-time passage rates of students, by institution, on the foundations of reading licensure test.
  1. If the metrics established under division (A) of this section require an institution of higher



education that prepares teachers to satisfy the standards of an independent accreditation organization, the chancellor shall permit each institution to satisfy the standards of any applicable national educator preparation accrediting agency recognized by the United States department of education.

* 1. The metrics and educator preparation programs established under division (A) of this section may require an institution of higher education, as a condition of approval by the chancellor, to make changes in the curricula of its preparation programs for educators and other school personnel.

Notwithstanding division (E) of section 119.03 and division (A)(1) of section 119.04 of the Revised Code, any metrics, educator preparation programs, rules, and regulations, or any amendment or rescission of such metrics, educator preparation programs, rules, and regulations, adopted under this section that necessitate institutions offering preparation programs for educators and other school personnel approved by the chancellor to revise the curricula of those programs shall not be effective for at least one year after the first day of January next succeeding the publication of the said change.

Each institution shall allocate money from its existing revenue sources to pay the cost of making the curricular changes.

* 1. The chancellor shall notify the state board of the metrics and educator preparation programs established under division (A) of this section. The state board shall publish the metrics and educator preparation programs with the standards and qualifications for each type of educator license.
  2. The graduates of educator preparation programs approved by the chancellor shall be licensed by the state board in accordance with the standards and qualifications adopted under section 3319.22 of the Revised Code.