



RED 6365
Disciplinary Literacies & Reading
87849 900
Fall 2026

Instructor Name

Katharine Hull

University Course Description

In-depth study of reading comprehension, cognition and learning, metacognition, reading and writing in the content areas. Candidates learn research supported comprehension strategies and procedures applicable to content area reading.

Course Requisites

Prerequisite(s):

Corequisite(s):

Student Learning Outcomes

Student Outcomes

1. Compare how reading, writing, talking, listening and viewing are used within different disciplines.
2. Design and implement instruction that guides students through the phases of inquiry, including generating questions, gathering and analyzing sources, synthesizing claims and evidence, critically evaluating and revising arguments, and communicating findings.

3. Adapt generic literacy instructional strategies to meet the reading and writing demands of different discipline areas.
4. Analyze the student knowledge required for a variety of disciplinary texts and tasks.
5. Design and implement an inquiry project using disciplinary literacy instructional practices that integrates technology, visual/performing arts, and multiple content areas.
6. Design and implement assessment practices that analyze students' inquiry skills and content knowledge.
7. Use assessment information to design and implement instruction that supports identified student needs.

Course Objectives

Course Goals with Professional Standards (FL READING COMPETENCIES, INTERNATIONAL LITERACY ASSOCIATION, FLORIDA EDUCATOR ACCOMPLISHED PRACTICES)

Develop candidates' capacity to:

1. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs (**FL Rdg. Comp.** 1.A.7, 1.A.9, 1.B.4-6, 1.G.1-6; 2.B.3, 2.D.2, 2.F.5, 2.G.5. **ILA** 1.1, 4.1-4. **FEAP** 1-c, 2d, 2g, 3e)
2. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection (**FL Rdg Comp.** 1.A.5, 2.A.1-9. **ILA** 1.1, 2.1, 2.2, 2.4, 5.2. **FEAP** 1f, 3a, 3d, 3f, 3g)
3. Demonstrate knowledge of subject matter, including the adopted Florida Accomplished Practices (FEAP).
4. Plan, design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts and digital tools (**FL Rdg. Comp.** 1.A.6, 2.G.3, 2.G.4. **ILA** 2.2, 4.2, 5.1, 5.2, 5.3. **FEAP** 1c, 2h, 3g, 5c)
5. Design and implement assessment practices that reflect the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other

disciplines across the curriculum, including multiple means for students to demonstrate their knowledge, and student self-assessment (**FL Rdg. Comp.** 1.A.10, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.C.5, 2.D.4, 2.E.3, 2.F.8, 2.G.6. **ILA** 3.1-4. **FEAP** 1d, 3j, 4a-f, 5c)

6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking (**FL Rdg Comp.** 1.A.4, 1.B.2, 1.B.5, 1.C.5, 1.G.3, 2.A.3-9, 2.F.1, 2.F.2, 2G.1-6. **FEAP** 1a-d, 2a-i, 3a-j, 4f, 5d)

Required Texts and/or Readings and Course Materials

Required Texts and/or Readings and Course Materials

1. Spires, H.A., Kerkhoff, S.N., & Paul, C.M. (2020). Read, write, inquire: Disciplinary literacy in grades 6-12. Teachers College Press [available in bookstore]
2. Wolsey, T. D., & Lapp, D. (2016). Literacy in the disciplines: A teacher's guide for grades 5-12. Guilford Publication. [available in bookstore and online [here](#)]
3. Additional resources and readings will be available via Canvas.

How to Succeed in this Course

- **Engage Fully in Class Activities:** Complete pre-class work and readings to build background knowledge and improve readiness for in-class application, attend sessions, participate actively.
- **Study Consistently and Strategically:** Use evidence-based strategies such as retrieval practice, spaced repetition, and self-explanation—research shows these active, effortful methods significantly improve long-term learning.
- **Apply Knowledge Across Disciplines:** Integrate foundational science, clinical reasoning, and practice skills and consider interdisciplinary perspectives.
- **Demonstrate Professionalism:** Use respectful communication, accountability, and ethical conduct.
- **Collaborate Effectively:** Honor your team charter, work collegially and professionally, pull your weight, and take responsibility for your learning and each part of shared assignments.
- **Seek Support Early:** Utilize office hours, tutoring, and wellness resources as needed.

Grading Scale

GRADING SCALE			
GRADING SCALE	GRADE	GRADING SCALE	GRADE
Grading Scale (%)			
94-100	A	74 – 76	C
90 – 93	A-	70 – 73	C-
87 – 89	B +	67 – 69	D +
84 – 86	B	64 – 66	D
80 – 83	B-	60 – 63	D-
77 – 79	C +	0 – 59	F

*You can earn a passing grade and still fail this course if you do not pass both Critical Task assignments.

Grade Categories and Weights

Assignment Category	Points Possible
Attendance Reflections	45
Discussion Boards/Perusall	90
Literacy Memoir	20
Portfolio of Inquiry Section Submissions	30
Read & Reacts	80
Developmental Reading Knowledge Padlet (Critical Task)	80
Portfolio of Inquiry Learning Final (Critical Task)	100

Instructor Feedback Policy & Grade Dissemination

Grades will be updated on Canvas weekly.

Major Topics and Course Schedule

Module	Week	Date of Class	Focus	Content <i>Must be read, viewed, listened to, and examined BY class time</i>	Student Products <i>Must be completed BY class time</i>	Student Products <i>Assignments due Mondays following Class</i>
0 Getting Started	1	8/27	Getting Started	First Week of Class, content will be due by the end of the synchronous class meeting. There is no need to work ahead. Canvas Getting Started Tutorials Pages Classroom Caffeine Podcast: Elizabeth Moje	First Week of Class, content will be due by the end of synchronous class meeting -Email to Professor/Google Form -Google Doc Assignment Practice launching: -Perusal	
1 How Disciplinary Literacy Supports All Students	2	9/3	Histories and Definitions of Content Area Reading and Disciplinary Literacy	Mraz et al. (2009). Content-area reading: Past, present, and future. [Chapter 4 in Literacy Instruction for Adolescents] Spires Textbook – Ch. 1 Wolsey & Lapp Textbook – Ch. 1 Classroom Caffeine Podcast: Shea Kerkhoff	Draft Literacy Memoir Perusal -Mraz et al. (2009). Read & React - Spires Ch. 1 - Wolsey & Lapp Ch. 1 - Kerkhoff Podcast	Attendance Reflection
<i>Building Background Knowledge</i>	3	9/10	Supporting All Learners with Disciplinary Literacy: Assets-based Orientations	Moje (2015) + <i>Listen to her podcast!</i> Wolsey & Lapp - Ch. 2 Classroom Caffeine Podcast: Diane Lapp	Perusal -Moje (2015) Read & React - Wolsey & Lapp Ch. 2	Final Literacy Memoir
				Canvas Pages • Assets-based Language • Universal Design for Learning • APA blog post on using singular pronouns	- Shared, Assets-Based Language - UDL - Lapp Podcast	
	4	9/17	Devel. Reading Practices Workshop	Oral Language: Linguistic Genius of Babies TedTalk Classroom Caffeine: Elizabeth Hadley Skim Reading Rockets Webpage and focus note taking on: • Speaking and Listening in Content Area Learning • Phonological and Phonemic Awareness • Phonics & Decoding • Print Awareness • Fluency • Comprehension • Vocabulary • Writing	Perusal: Reading Rockets Webpage Read & React: - Reading Rockets - Linguistic Genius of Babies TedTalk - Hadley Podcast	Attendance Reflection CRITICAL TASK: Developmental Reading Knowledge Graphic Organizer
2 Designing Inquiry	5	9/24	Developing meaningful inquiries and questions	TedTalk Spires Textbook – Ch. 2 Choose one reading associated with your discipline Classroom Caffeine Podcast: Alexandra Panos	Discussion Board - Spires Ch. 2 Read & React: - Discipline choice reading - Panos podcast	Attendance Reflection

	6	10/1		Review previous readings	Draft Inquiry Section of Portfolio	Attendance Reflection Inquiry Portfolio: Inquiry Rationale & Questions
3 Text <i>Critical Evaluation of Text and Synthesizing Claims and Evidence</i>	7	10/8	Selecting, Evaluating, and Scaffolding Text	Spires Textbook – Ch. 3 Wolsey & Lapp Textbook – Ch. 6 Extra Resources: Annenberg videos Canvas Pages Classroom Caffeine Podcast: Stephanie Lemley	Perusall Activity - Learning for Justice Read & React: - Spires Ch. 3 - Wolsey & Lapp Ch. 6 - Lemley Podcast	Attendance Reflection
	8	10/15	Working with Claims and Evidence	Spires Textbook – Ch. 4 Wolsey & Lapp Textbook - Ch. 7 & Ch. 9	Perusall Activity - Damico & Panos (2016) Read & React - Spires Ch. 4 - Wolsey & Lapp Ch. 7	Attendance Reflection
	9	10/22	Workshop + Critical Reading with Digital Tools and AI	NotebookLM UNICEF Guide on Dis and Misinformation for Children	Create a NotebookLM using a selection of Texts you are considering for your Text Set	Attendance Reflection
4 Word Study <i>Critical Evaluation of Text</i>	10	10/29	Promoting and Scaffolding Meaningful Word Study	Wolsey & Lapp Textbook – Ch. 3 & 4 Language Study Article Classroom Caffeine Podcast: Allison Skerrett	Perusall Activity - Word Study Jigsaw Read & React: - Wolsey & Lapp Chs 3 & 4 - Skerrett Podcast	Attendance Reflection
5 Authentic Multimodal Writing <i>Sharing, Publishing, Acting</i>	11	11/5	Authentic Digital Multimodal Writing as Assessment	Spires Textbook – Ch. 5 & Ch. 6 Wolsey & Lapp Textbook – Ch. 5, 8 & 10 Classroom Caffeine: Blaine Smith	Discussion Board - Wolsey & Lapp Chapter 5 Read & React: - Spires Ch 5 - Wolsey & Lapp Ch. 8 & 10 - Smith Podcast	Attendance Reflection
6 Inquiry Process + Synthesis	12	11/12	Returning to the Inquiry Process + Synthesizing	Spires Textbook - Ch. 6	Turn in Inquiry Portfolio Section on Multimodal Writing for Feedback	
	13	11/19	Workshop	Developmental Reading Knowledge Padlet final due date 11/23		
	14	No Class		Thanksgiving Break - No Class		
Finish Reflect	15	12/3	Revising & Publishing	Portfolio of Inquiry Learning final due date 12/10		

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

First Day Attendance Policy:

You must attend the first synchronous online session or you will be removed from the course.

Attendance Policy:

Participation and Attendance-Attendance and participation are a very important part of learning. Attend each class **meeting on time** face to face and stay for the entire the class. It is your responsibility to attend all class sessions prepared to be an active participant by having completed the assigned reading and related written assignments prior to class. Additionally, you will be expected to raise relevant questions, make contributions that promote discussion, and actively participate in small group work. If you miss more than one excused absence the entire semester, you will have **5 points** deducted from your final grade for each additional class you miss.

Late Work Policy:

I only accept late work one week after the due date, with point deductions. I deduct 5 percent per day you are late.

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Canvas:

This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks

related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

WhatsApp, GroupMe, and Student-to-Student Communication:

While students may use digital communication tools (WhatsApp, GroupMe, etc.) to communicate with fellow students, it is important to remember that academic integrity policies still apply in these environments. Informing others about the contents of tests is prohibited by [the official regulation](#), as is receiving unauthorized information about an examination. Students are expected and required to immediately report instances of such violations to the instructor.

Laptop/Phone Usage:

On certain days, we will work in class on writing projects, so you are permitted to use laptops or your cell phones for our coursework. In addition, you have permission to take notes on your laptop. However, you are not to work on anything other than our course work, which means you should not be working on coursework from another class, answering emails, texting, or posting or reading social media, etc.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.

- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email

asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)