



**RED 6544: Cognition, Comprehension, and Content**  
**Area Reading: Remediation of Reading Problems**  
College of Education, LLEEP Department

## **COURSE SYLLABUS**

Last Updated: 1/3/2026

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Semester: Spring 2026

Class Meeting Days: Synchronous Sessions Listed Below - selected Thursdays 6-7:45pm

Instructor: Dr. Elizabeth Hadley

Office Location: 202X

Office Hours: by request

Email: [hadleye@usf.edu](mailto:hadleye@usf.edu)

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### **I. University Course Description**

Students in this course will engage in an in-depth study of reading comprehension. Emphasis is placed on the discussion of the concepts of cognition and learning, metacognition and comprehension of text included in the reading process. Processes in the reading/writing, connection, specific reading strategies, and procedures for comprehension of text in the content areas are presented.

### **II. Course Prerequisites**

None

### **III. Student Learning Outcomes**

In this course, students will:

- i) Identify appropriate curriculum and instruction for enhancing comprehension. (FEAP: 2c,e,g, 5b, 6; CF 2,6; IRA 2; FRC 1.E.3.,2.E.,5.8, 5.9; FLCS 3,8,9;
- ii) Identify methods for integrating assessment and instruction of comprehension processes. (FEAP 1b,c,f, 3a,b,c,d; CF 2,6; IRA 2; FRC 5.12, 6.8, 6.9)
- iii) Identify factors that relate to comprehension performance including those factors unique to second language learners. (FEAP 2h, 3h; CF 2,4,6; 1,2,3; FRC 5.10, 6.10).
- iv) Identify comprehension processes that guide instruction for all learners from diverse backgrounds and with varying exceptionalities. (FEAP 1h,2h,3h,4d,; IRA 1; FRC 6.6, 6.7,6.8, 6.9; FLCS 1, 3, 7, 9).
- v) Demonstrate knowledge of professional organizations and publications related to literacy. (ESOL: 1; FEAP 6; CF 2; IRA 1; FLCS 3, 11).

- vi) Understand current theories and strategies concerning the nature of content area reading comprehension. (FEAP 5e; CF 2; IRA 1,6; FRC 1.E.2, 2,5,6; FCLS 3, 8,11).

#### **IV. Required Texts and/or Readings and Course Materials**

- Brown, R. & Dewitz, P. (2013). Building comprehension in every classroom: Instruction with literature, informational texts, and basal programs. New York: Guilford. (ISBN: 978-1462511204)
- Keene, E.O., & Zimmerman, S. (2007). Mosaic of thought: The power of comprehension strategy instruction, 2nd ed. Portsmouth, NH: Heinemann. (ISBN: 978-0-325-01035-9)

In addition to the two required texts listed above, you are required to select **one** text from the list below. This text will be discussed with a PLC of your peers who select the same text. **\*\*Please do not purchase one of the texts below until you've been placed in your PLC and notified by your professor.**

- Benjamin, A. (2011). Math in plain English. Routledge. (ISBN: 978-0325089348)
- Besser, S., Westerlund, R.A. (2024). Making language visible in social studies. Routledge (ISBN: 978-1032288222)
- Cartwright, K. Executive skills and reading comprehension: A guide for educators. Guilford Press. (ISBN: 978-1462551491)
- Fulwiler, B. (2016). Writing in science in action. Heinemann. (ISBN: 978-0325089348)
- Fulton, L., & Campbell, B. (2014). Science notebooks: Writing about inquiry. Portsmouth, NH: Heinemann.

#### **V. Supplementary (Optional) Texts and Materials**

- Publication manual of the American Psychological Association, Seventh Edition (2020). Washington, DC: American Psychological Association.
  - This guide is strongly recommended, as all papers will be submitted according to this format for this course and all other courses in the MA Reading Program.

Other required course materials will be found by accessing the course modules in Canvas.

For this course, you will need access to the following technology:

- Working Internet connection,
- MS Word (or compatible word processing system),
- Zoom

#### **VI. Grading Scale**

| Grading Scale (%) |    |
|-------------------|----|
| 94-100            | A  |
| 90 – 93           | A- |
| 87 – 89           | B+ |

|         |    |
|---------|----|
| 84 – 86 | B  |
| 80 – 83 | B- |
| 77 – 79 | C+ |
| 74 – 76 | C  |
| 70 – 73 | C- |
| 67 – 69 | D+ |
| 64 – 66 | D  |
| 60 – 63 | D- |
| 0 – 59  | F  |

## **VII. Grade Categories and Points**

| Assessment                             | Points     | Percent of Final Grade |
|----------------------------------------|------------|------------------------|
| First Day Attendance                   | 5          | 5%                     |
| Learning Logs                          | 20         | 20%                    |
| Textbook Analysis                      | 15         | 15%                    |
| PLC Presentation                       | 15         | 15%                    |
| Comprehension Script/Infographic/Video | 45         | 45%                    |
|                                        | 100 points |                        |

## VIII. Course Schedule

| Module                                                                                                                | Assigned Readings                                                                                                                                                                                                                                      | Assignments                                                                  | Points | Due Date    |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------|-------------|
| Module 1:<br>Cognition:<br>What is the<br>role of the<br>brain in reading<br>comprehension<br>?                       | <ul style="list-style-type: none"> <li>Brown &amp; Dewitz (Chapters 1-2)</li> <li>Keene &amp; Zimmerman (Chapters 1-2)</li> <li>Willingham (2006/7)</li> <li>Schwanenflugel &amp; Knapp (2015)</li> <li>Cartwright (2017)</li> <li>PLC Text</li> </ul> | Complete First Day Attendance assignment – introduction video                | 5      | <b>1/16</b> |
|                                                                                                                       |                                                                                                                                                                                                                                                        | Complete the PLC survey by noting your top book selection                    | 5      | <b>1/16</b> |
|                                                                                                                       |                                                                                                                                                                                                                                                        | <b>Synchronous Session 1 – please complete readings before synch session</b> | 5      | <b>1/22</b> |
|                                                                                                                       |                                                                                                                                                                                                                                                        |                                                                              | 5      | <b>1/22</b> |
| Module 2:<br>Comprehension<br>: How do we<br>teach children<br>to comprehend<br>what they are<br>reading?             | <ul style="list-style-type: none"> <li>Brown &amp; Dewitz (Chapters 5-10)</li> <li>Keene &amp; Zimmerman (Chapters 3-4)</li> <li>Willingham &amp; Lovette (2014)</li> </ul>                                                                            | <b>Synchronous Session 2 - please complete readings before synch session</b> |        | <b>2/5</b>  |
|                                                                                                                       |                                                                                                                                                                                                                                                        | Learning Log 2                                                               | 5      | <b>2/5</b>  |
|                                                                                                                       |                                                                                                                                                                                                                                                        |                                                                              | 15     | <b>2/12</b> |
| Module 3:<br>Content Area<br>Reading: How<br>do we ensure<br>children<br>comprehend<br>word and<br>sentence<br>level? | <ul style="list-style-type: none"> <li>Brown &amp; Dewitz (Chapter 3 &amp; 8)</li> <li>Keene &amp; Zimmerman (Chapters 5-6)</li> <li>Fisher &amp; Frey (2014)</li> <li>Hirsch (2003)</li> <li>Lupo et al (2018)</li> </ul>                             | <b>Synchronous Session 3 - please complete readings before synch session</b> |        | <b>2/19</b> |
|                                                                                                                       |                                                                                                                                                                                                                                                        | Learning Log 3                                                               | 5      | <b>2/19</b> |
|                                                                                                                       |                                                                                                                                                                                                                                                        | PLC Presentation                                                             | 15     | <b>2/26</b> |
| Module 4:<br>Cognition,<br>Comprehension<br>, and Content<br>Area Reading:<br>Tying it all<br>together.               | <ul style="list-style-type: none"> <li>Brown &amp; Dewitz (Chapters 4 &amp; 11)</li> <li>Keene &amp; Zimmerman (Chapters 7-9)</li> <li>Duke et al (2011)</li> </ul>                                                                                    | <b>Synchronous Session 4 - please complete readings before synch session</b> |        | <b>3/5</b>  |
|                                                                                                                       |                                                                                                                                                                                                                                                        | Learning Log 4                                                               | 5      | <b>3/5</b>  |
|                                                                                                                       |                                                                                                                                                                                                                                                        | Comprehension Script                                                         | 15     | <b>3/6</b>  |
|                                                                                                                       |                                                                                                                                                                                                                                                        | Comprehension Infographic                                                    | 15     | <b>3/6</b>  |

\* Note: The schedule is subject to revision

## IX. Course Assessment Types

**Readings/Videos/Web Resources:** Assigned readings are either from the required course texts or are posted Canvas under each respective module (as are videos and web resources). Students are responsible for all assigned readings.

**Learning Log:** This requires the student to demonstrate active reading and responding to the assigned readings. This may include (but not limited to) summarization, mapping, illustrating, outlining, webbing, highlighting, or writing notes: in some way indicate a transactional experience with the text. This reflective aspect of responding to the information should represent your connections between the theories and ideas read in the text and with practical experiences and literacy events with students. Further, it is essential that the student make connections between the assigned readings and practical teaching experiences. The purpose of this assignment is twofold. First, it will help the student to “deeply process” the information, and secondly, it will enable the student to participate in a comprehensive action that can be implemented in future classrooms. Finally, this log will serve as a blueprint for other class activities.

### Rubric for Learning Log

|            |                                                                                                                                                                                                                                                             |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 points   | The student shows evidence of having actively and carefully read the assignments and skillfully integrates ideas across readings. Student makes personal connections between their teaching experiences and the research presented in the assigned reading. |
| 4 points   | The student shows evidence of having read assignments, integrates ideas across readings, and makes personal connections between teaching experiences and course content.                                                                                    |
| 3 points   | The student shows some evidence of active reading and making connections between course readings and teaching experience.                                                                                                                                   |
| 2 points   | The student has an incomplete log and has not demonstrated active and critical reading.                                                                                                                                                                     |
| 0-1 points | The student does not show evidence of having completed readings.                                                                                                                                                                                            |

**Textbook Analysis:** You will locate reading material in a content area (i.e. trade book, textbook, informational text, primary source, Internet site, etc.) and conduct both a quantitative and a qualitative analysis. The assignment will include a description of the text, documentation of the analysis and other artifacts of the text. This assignment will adhere to APA guidelines (with documentations as appendices) and will be submitted to TurnItIn (Assignments tab on Canvas).

#### Rubric for Textbook Analysis

|              |                                                                                                                                                                                                                                                                                                                  |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14-15 points | The student has submitted an excellent paper that describes the qualitative and quantitative features of a textbook (or trade book, primary source, or Internet Site). The paper is well written and developed and adheres to all aspects of APA format. The student has included documentation of the analysis. |
| 12-13 points | The student has submitted an above average paper that conforms to the requirements of the assignments but has some minor errors in either the content (the analysis) or the context (writing mechanics) of the paper.                                                                                            |
| 8-11 points  | The student has completed the assignment in an acceptable (but not stellar) manner. The analysis may also contain errors in the report or APA format.                                                                                                                                                            |
| 0-7 points   | The student has not submitted an acceptable paper.                                                                                                                                                                                                                                                               |

**PLC Presentation:** As part of your learning in this course, you will participate in a Professional Learning Community (PLC) based on the required text of your choosing. These PLCs will be determined the first week of class, based on the text each student selects. Your group will be responsible for sharing the important concepts learned from the text in a presentation that is shared with your peers. Each group member will be asked to rate all group members on contribution and participation to the presentation, and these ratings will be factored into your final grade.

#### Rubric for PLC Presentation

|              |                                                                                                                                                                                                                                                                                                                         |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14-15 points | The PLC submitted an excellent project; the presentation is clear and concise, and adheres to all components of the assignment, including APA. The process is well documented. (In order for an individual student to receive this score, the PLC must grade him/her as “Excellent” in participation and contribution.) |
| 12-13 points | The PLC submitted an above average project; the project and/or documentation contain some errors in either content or context. (In order for an individual student to receive this score, the PLC must grade him/her as “Excellent” in participation and contribution.)                                                 |
| 8-11 points  | The PLC submitted a project that meets the requirements of the assignment in an acceptable (but not stellar) manner. (In order for an individual student to receive this score, the PLC must grade him/her as “Good” in participation and contribution.)                                                                |
| 0-7 points   |                                                                                                                                                                                                                                                                                                                         |

**Comprehension Script:** This assignment should be a 3-4 page (double-spaced, excluding references) response to the three questions presented throughout this course.

- What is the role of the brain in reading comprehension?
- How do we teach children to comprehend what they are reading?
- How do we ensure children comprehend word and world?

Think of your audience as colleagues who have not had the benefit of taking this course, and you are responsible for offering professional development across the school in support of these three questions. You will synthesize what you learned into a script that will become the Comprehension Video and Comprehension Infographic.

#### Rubric for Comprehension Script

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 points   | The student actively responded to the three course questions and uses course readings and resources to support their arguments. Further, the student has researched additional readings/resources and offered analysis of those to augment their responses to the course questions. The script demonstrates that the student has considered how to develop the video and/or infographic into a purposeful and engaging resource. |
| 4 points   | The student responded to the three course questions and uses some course readings and resources to support their arguments. The student has not used outside readings/resources to further develop their argument. The script demonstrates that the student started to consider how to develop the video and/or infographic into a useful resource.                                                                              |
| 3 points   | The student responded to some of the course questions using minimal course readings and resources to support their arguments. The student has not used outside readings/resources to further develop their argument. The script does not demonstrate that the student considered how to develop the video.                                                                                                                       |
| 2 points   | The student has an incomplete script and has not incorporated course readings/resources to support their argument.                                                                                                                                                                                                                                                                                                               |
| 0-1 points | The student has not completed the assignment in a satisfactory manner                                                                                                                                                                                                                                                                                                                                                            |

**Comprehension Infographic:** Using one of the platforms below, create an infographic that depicts your research from the comprehension script.

- [Canva](#) provides a drag-and-drop interface that you can use create beautiful designs. Start with a perfectly-sized infographic template and add the text and visuals you want. Then save them as image files for the web or in PDF format for sharing and printing.P
- Powerpoint
- Other options to be discussed in class

#### Rubric for Comprehension Infographic

|              |                                                                                                                                                                              |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14-15 points | The Infographic is an excellent display of the three course questions. The infographic is clear and concise, and adheres to all components of the assignment, including APA. |
| 12-13 points | The Infographic is an above average project. The Infographic contains some errors in either content or context                                                               |
| 8-11 points  | The Infographic is meets the requirements of the assignment in an acceptable                                                                                                 |



|            |                                                                                         |
|------------|-----------------------------------------------------------------------------------------|
|            | (but not stellar) manner                                                                |
| 0-7 points | The Infographic was not submitted in an acceptable manner, or was not submitted at all. |

**Comprehension Video:** Using your Comprehension Script, create a video that shares your research on the three course questions. There are a number of tutorials available online to support your video creation. I also recommend watching a few education-related videos to determine the components you wish to include (e.g., slides, images, etc.).

You can create short videos on the different segments of your report or paper. Then, you can upload them to YouTube and link them together using annotations. It becomes an interactive video version of your report. You will link the final YouTube video to Canvas.

#### *Rubric for Comprehension Video*

|              |                                                                                                                                                                                  |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14-15 points | The video is an excellent display of the three course questions. The video is engaging without being distracting, and adheres to all components of the assignment, including APA |
| 12-13 points | The video is an above average project. The video contains some errors in either content or context.                                                                              |
| 8-11 points  | The video is meets the requirements of the assignment in an acceptable (but not stellar) manner                                                                                  |
| 0-7 points   | The video was not submitted in an acceptable manner, or was not submitted at all.                                                                                                |

## **X. Standard University Policies**

Policies about disability access, religious observances, academic grievances, academic integrity and misconduct, academic continuity, food insecurity, and sexual harassment are governed by a central set of policies that apply to all classes at USF. These may be accessed at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

## **XI. Course Policies: Grades**

**Late Work Policy:** Work submitted after the due date will be accepted; however, all late work must be submitted before **March 6<sup>th</sup>** or it will receive a grade of 0.

**Grades of "Incomplete":** The current university policy concerning incomplete grades will be followed in this course. 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.

## **XII. Course Policies: Technology and Media**

**Email:** Contacting me by email is the best way to ensure a quick response, as I respond within 24 hours. If you do not hear back from me within 24 hours, please feel free to resend the email. It is very rare for me to take longer than 24 hours, and there may have been trouble with delivery or an oversight on my part. If you reach out to me, I am happy to set up virtual office hours to meet your individual schedules. You will be communicating with both your course instructor and your peers on a regular basis, so it is imperative that you check Canvas and your USF email regularly to ensure timely communication.

**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](mailto:help@usf.edu).

## **XIII. Course Policies: Student Expectations**

### **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.

**Turnitin.com:** Turnitin.com will be utilized in this course. 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 will 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>. Essays are due at turnitin.com the same day as in class.