RDG 450.71E-Building a Community of Readers
Course Syllabus Fall 2014

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COURSE INFORMATION

Room #232

Materials -Textbooks, Readings, Supplementary Readings:

Textbook Required for Mathematics Specialty Certification:
Barton, Mary Lee, Heidema, Clare (2002) 2ndEdition, Teaching Reading in Mathematics.
ISBN 978-1-893476-14-1
OR
Textbook Required for Science Specialty Certification:
Barton, Mary Lee, Jordan, Deborah L., (2001) 2ndEdition, Teaching Reading in Science.
ISBN 978-1-893476-03-5

Supplementary book: Not Required
Urquhart, Vicki; Frazee, Dana (2013) Teaching Reading in the Content Areas: If Not Me, Then Who? 3rd edition, ASCD.

On-line Resources:
www.middleweb.com

English Language Arts and Reading TEKS available on-line at
http://ritter.tea.state.tx.us/teks/110tokc.htm

Texas Educator Standards available at
www.sbec.state.tx.us/SBECOnline/standtest/educstan.asp

Texas Examination of Educator Standards (TexES)at

Course Description:

Building a Community of Readers: This course focuses on schema theory, metacognitive theory, critical theory, reader response theory, transactional theory and social cultural theory as each apply to teaching reading at the middle levels. Comprehension processes for both narrative and expository text will be explored. Comprehension and vocabulary strategies to support struggling readers will be learned. Pre-service teachers completing this course will gain a better understanding of the specialized needs of the English learner (EL). This will include basic information about how the EL acquires the target language and processes information at various proficiency levels.

Student Learning Outcomes/Performance Objectives:

As a result of successfully completing this course, participants will have:

1. A general understanding of the learning theories that impact learners in middle-level classrooms (schema, meta-cognitive, critical, reader response, transactional, socio-cultural, constructivism, automaticity, and attitude)
2. Increased understanding of student and teacher roles in literacy activities and literacy integration into content area subjects. Strategies designed specifically for various content areas will be modeled and discussed.
3. Knowledge of a range of effective strategies to promote student interaction with narrative and expository text. The implementation of effective strategies for the EL will also be modeled and discussed. Students will have multiple exposures to multicultural literature while working in cooperative groups to make predictions about text.
4. Knowledge of a range of children's trade books and other technologies to enhance literacy experiences will be introduced.
5. Students Knowledge of B-D-A strategies that assist middle-level readers
6. Knowledge of various teaching approaches and appropriate strategies
7. Knowledge of some aspects of evaluation and assessment

4-8 Reading Standards:

- Standard I – Oral Language: Teachers of students in grades 4-8 understand the importance of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.
- Standard II – Foundations of Reading: Teachers of students in grades 4-8 understand the reading process and its sequential and recursive nature.
- Standard III – Word Analysis Kills and Reading Fluency: Teachers of students in grades 4-8 understand the importance of word analysis skills and reading fluency and provide many opportunities for students to practice and improve their work analysis skills and reading fluency.

- Standard IV – Reading Comprehension: Teachers of students in grades 4-8 understand of reading for understanding and can teach students strategies for improving their understanding.
- Standard V – Written Language: Teachers of students in grades 4-8 understand that writing is a developmental process and provide instruction that helps students develop written skills.
- Standard VI – Study and Inquiry Skills: Teachers of students in grades 4-8 understand the importance of study and inquiry skills as tools for learning and promote students use of apply study skills and inquiry skills.
- Standard VII – View and Representing: Teachers of students in grades 4-8 understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop both skills.
- Standard VIII – Assessment of developing Literacy: Teachers of students in grades 4-8 understand the basic principles of assessment and uses a variety of assessment practices to plan and implement instruction.

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments
This course consists of a variety of assignments, activities and assessments to help you in achieving the outcomes/objectives for the course.

1. **Trade book Assignment:** (4 @ 50 points each)
   - Bring to class 1 math or 1 science trade book;
   - Supply bibliography information with specific grade level and TEKS for the subject, brief explanation how it will be used and reading strategies utilized.
   - Bring a Copy and email to instructor each week.

2. **Reading Response Papers to 2 Text Reading Assignments** (2 @ 100 points each)
   - **Learning Outcome #3** Examine the interrelatedness and mutually supportive aspect of reading and writing
   - **Learning Outcome #6** Demonstrate understanding of the course materials through objective examinations.

3. **Quizzes** (2 @ 100points each)
   - **Learning Outcome #6** Demonstrate understanding of the course materials through objective examinations.
   There will be 2 quizzes covering reading assignments and classroom discussions.

4. **Literature Project (200 points)**
   - The student will choose an appropriate child's book to facilitate teaching either a math or a science principle. The student will write a lesson plan that demonstrates how they will use the book. The lesson must include the following: how you will engage the children in the learning, how the children will explore the principle with hands-on activities, how the children will explain what they have learned, how the children and

you will evaluate what they have learned. There also must be a writing component to the lesson. It can be included in one of the steps mentioned above. Your objective will be to bridge reading with science or be an enjoyable reading and content area learning experience that demonstrates a mutual support of both the content area material and reading.

5. **Strategy Presentations** (2@100 points each)
   - **Learning Outcome #1** Demonstrate knowledge of effective strategies to promote student comprehension and vocabulary development with narrative and expository text.
   - **Learning Outcome #2** Demonstrate knowledge of effective strategies useful in assisting ESL and struggling middle level readers**.**
   - **Learning Outcome #4** Participate in a variety of activities that will foster knowledge of vocabulary development and comprehension and the part each plays in the development of literacy skills**.**
   - **Learning Outcome #5** Participate in a variety of activities that develop an understanding of literacy development in the content area.

   Presentations will be done with the Smart Board.

5. **Final Essay Exam** (100 points)
   - **Learning Outcome #5** Participate in a variety of activities that develop an understanding of literacy development in the content area.
   - **Learning Outcome #6** Demonstrate understanding of the course materials through examinations.

6. **Attendance** (7 classes@ 25 points each)
   - Present and on time-25 points
   - Present but late-15 points
   - Present but leave early-15 points

Grading
Total points for the semester –1275
A=1175-1275   B=1040-1174   C=930-1039   D=780-929   F=<780

You can calculate your grade by dividing your points earned by the total possible points you could have earned to date.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your course.

The following technology is required to be successful in this course. Internet connection – high speed recommended (not

dial-up) Word Processor (Microsoft Office Word – 2003 or
2007)

Access to University Library site

Access to an Email

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
E-mail is preferred for outside of class contact. Students are encouraged to inform the instructor of concerns they may have pertaining to the course.

UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures
Attendance:
      Attendance at all class meetings is required and is essential to your success in this class. Failure to attend class will impact your grade. If you must miss a class, you are expected to contact a class member to obtain notes and announcements. You also should contact me by phone or e-mail. This is your responsibility.
      Please arrive to class on time. Being late disrupts the class and the instructor. It also means that you have missed what has already taken place in class. Leaving early creates the same problems.
Professionalism:
      Demonstrate professionalism by:
⌐ attending all classes
⌐ paying attention
⌐ participating actively and constructively
⌐ being responsible and prepared
⌐ being an equal partner in group work
⌐ showing enthusiasm and interest in being a teacher
⌐ turning off cell phones/IPODS
⌐ arriving to class on time

Written Assignments:
      All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators MUST BE PERFECT. Begin that practice now! Written assignments should be:
⌐ double spaced
⌐ 12 point font size

⌐ revised for clarity and meaning

⌐ edited for accuracy in grammar and mechanics

⌐ saved on computer disk or copied on paper for your records

Late Assignments:

Assignments are due on specific dates, as assigned. Assignments will not be accepted after the due date, unless previously authorized by the instructor.

Academic Integrity/Honest Statement: This course demands a high level of scholarly behavior and academic honesty on the part of students.

Examples of academic dishonesty include but are not limited to:

1. Turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance;

2. Turning in another person's work, in part or in whole, as your own;

3. Copying from professional works without citing them; and

4. Any form of cheating on exams.

Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an F in the course, or will be brought before a higher level of governance for possible dismissal from the university.

Professionalism:

Ground rules for discussions and assignments: Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to precede. We may refer directly to them if the situation arises.

1. *Respect*
   - We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
   - When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved.
   - Show courtesy.
   - In interpreting others' comments, we should be fair-minded and understanding.

2. *Comfort*
   - Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
   - I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
   - No question is stupid! We all learn at different paces and by asking questions.

3. *Honesty*

- You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
  - All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation. (See APA Manual)
  - World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.
- Netiquette
- Threaded discussion participation expectations
- Feel free to contact the Help Desk for technical help
- The majority of assignments will be submitted to the drop box, discussion threads & journaling via e-college.
- Above rules regarding honesty, comfort and respect apply to all online communications via e-college - as well as to in-person communications in class.

If you would like to review an exam set up an appointment with me.   If you are having problems with this class, please call me or come and talk to me immediately. I will be better able to help you if you come to me early. Do not come to me at the end of the semester, unhappy with your grade, asking for a way to change it.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Disability Resources & Services

***Student Conduct*:**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook.*)**Undergraduate Graduation Checklist**

http://www.tamu-commerce.edu/registrar/pdfs/UndergradChecklist.pdf