



**RDG 380.001 COMPREHENSION AND VOCABULARY  
COURSE SYLLABUS: May Mini 2015**

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**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

*Textbook(s) Required:*

Differentiated Instructional Strategies for Reading in the Content Areas  
Carolyn M. Chapman, Rita S. King 2<sup>nd</sup> Edition

- *Textbook Readings.* Given the vast amount of information that is available in the area of content area literacy for teachers, we will not have enough time to “cover” all of the readings in the assigned books and articles chapter by chapter or article by article. Consequently, we will depend on you to **COMPLETE ALL ASSIGNED READINGS** and be prepared to participate in online discussions in a timely manner. Please note that all assigned readings are critically important for successfully completing exams and class projects.

**Course Description:**

This course builds upon the theoretical foundations of reading and literacy. The preservice teacher will explore ways to integrate school reading and writing instruction. The focus of the course is an examination of the application of learning strategies to various disciplines and grade levels. Attention will be given to the use of textbooks and applicable learning materials. The course deals also with cognition, reading comprehension, comprehension strategies, vocabulary strategies, formal assessments, and informal assessment strategies.

**Student Learning Outcomes/Objectives:**

1. Students will understand the rationale behind the integration of reading, writing, listening, and thinking experiences in the school curriculum.
2. Students will become familiar with a variety of philosophical, historical, and implementational differences among the major approaches to teaching reading in content areas and demonstrate knowledge of the major concepts, methods, and issues in content area literacy.

3. Students will be able to articulate their own beliefs and philosophies regarding the teaching of reading in content areas and to understand the importance of peer collaborative interactions in learning.
4. Students will build a repertoire of techniques for instruction in reading and learning activities.
5. Students will learn to use a variety of activities, teaching techniques, and learning strategies.
6. Students will begin to build a portfolio to use as a resource for teaching methods, strategies, and classroom materials.
7. Students will learn and employ a variety of methods for evaluation of student learning and texts.

**Attention will also be paid to the Pedagogy and Professional Responsibilities:**

- **Standard I.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- **Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- **Standard III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

**ESL Standards by TExES:**

- Competency 003:** The teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.
- **Competence 005:** The teacher understands how to promote ESL students' literacy development in English.
- **Competence 006:** The teacher understands how to promote ESL students' content-area learning, academic-language development and achievement across the curriculum.
- **Competence 009:** The teacher understands factors that affect ESL students' learning and implements strategies for creating effective multicultural and multilingual learning environment.

<b>COURSE REQUIREMENTS</b>
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**Instructional Methods/Activities/Assessments:**

Various teaching strategies such as collaborative group discussions, multimedia presentations, and other activities will be used to demonstrate key instructional approaches to reading and writing in the content areas. Students will be able to practice learned strategies and skills with peers in class. This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives. Each week you will work on various combinations of assignments, activities, discussions, readings, presentations, research, etc.

**On day one you will introduce yourself and tell your teaching content. Examples are math, science, music, and agriculture to name a few. This just needs to be a short paragraph. With this being an online class, it is important to introduce yourself**

1. **Attendance/Participation, including Professional Attitude (120 points)**
  - a. **Student Learning Outcomes/objectives #1, #2, #3**
  - b. **Assignment methods:**

You will need to log in each day during the May mini. You will receive 10 points each day for attendance. Throughout the semester you are expected to participate in individual and/or group discussions, which are designed to help you increase your knowledge and experiences concerning content literacy strategies and instruction. Your contributions will consist of taking an active part in online class activities (e.g., discussion of specific assigned readings). Be prepared to contribute generously to discussions.

Students will receive a grade based on a point system each class period (12 classes) with each class being worth **5 points** each, for a total of 60 points.

Part of your total grade (120 points) will come from an attendance and participation, including professional attitude grade. If you are unable to attend class online you will not receive attendance/participation points and this will impact your final grade. Based on the point system below, I as your professor will be very specific about grading. You as a professional student must meet the criteria listed to receive the points listed.

Daily Participation Points: (60 pts.-12 classes @ 5 possible pts.)

- 5 points = active participation in small and whole group;
- 4 points = active participation in small group or whole group;
- 3 points = some participation in small or whole group;
- 2 points = just listened today;
- 0 points = no attendance.

Daily Attendance Points: (60 pts.-12 classes @ 5 possible pts.)

## 2. Literacy History: 30 points

### a. Student Learning Outcomes/Objective #3

#### b. Assignment methods:

This is the first reflection assignment. This will be a one-page paper that exhibits your literacy history and experiences (good or bad). Discuss importance of schema.

## 3. (5) Reflection: 50 points

### a. Student Learning Outcomes/Objective #3:

#### b. Assignment methods:

You will be assigned a group based on a chapter and write a reflection on that chapter. This will reflection will include what you learned and how you can relate it to your content area. You will respond to everyone in your group. This will be done as a discussion assignment. This will count 25 points. The other 25 points will be from responding to each group. Please respond to one person in each group. If someone already has quite a few responses – choose someone else. You are responsible for reading the whole book because your tests will come from all chapters of the book.

## 4. Strategies: 50 points

### a. Student Learning Outcomes/Objectives #4, 5, 7, 8

#### b. Assignment methods:

Each student will select and post 10 strategies. Pick your favorite strategy and become an expert on that strategy. How will you use it in your content area? What is it you like about this strategy and why would it be good in your content area? Please respond to 3

people and comment on their favorite strategy. Would that be good in your content area? To receive the full points you will need to do all of the things listed. You can find many in your book, but you will need to do some outside research also to find these. There are many websites that have great strategies.

**5. Written Response to Youtube video – 100 total points (50 for each video)**

**a. Student Learning Outcomes/Objectives #1, #2, & #3**

**b. Assignment methods:**

Each student will watch and respond to **the YouTube video #1**. You will respond to your same group that you were assigned for your chapter reading. You will receive the full points if you are thoughtful in your discussion. Post an initial response to the video and then respond to each person in your group. You will find this video under day 1-2, **50 points**

Each student will watch and respond to **the YouTube video #2**. You will respond to your same group that you were assigned for your chapter reading. You will receive the full points if you are thoughtful in your discussion. Post an initial response to the video and then respond to each person in your group. You will find this video under day 5-6 **50 points**

**6. Exams (100 points each: 200 points total)**

**a. Student Learning Outcomes/Objectives #2:**

**b. Assignment methods:**

Two exams will be given over assigned chapters in the book. Exams will be varied from multiple-choice to open-ended questions. Test #1 will be given over chapter 1-4 and test #2 will be given over chapters 5-7. Dates will be found in e-college for the tests.

**Grading:**

PERFORMANCE STANDARDS			
POINTS	PERCENT	GRADE	STANDARD
550-500	100%-90%	A	Superior
499-400	89% - 80%	B	Above Average
399-300	79% - 70%	C	Average Performance
299-200	69% - 60%	D	Below Average
199 and Below	Below 59%	F	Unsatisfactory

**TECHNOLOGY REQUIREMENTS**

Since RDG 380 is an online course and utilizes **eCollege**, intermediate level of experience using a computer is required. This includes the ability to receive and submit electronic course materials; ability to use a word processing program; ability to send and receive e-mail; ability to upload and download files; ability to participate in online exams and discussions.

✓ **Recommended Technical Specifications:**

- You will be able to access the course materials using your campus or home computer as long as you are able to connect to the **Internet** (dial-up is not recommended). I recommended using the latest version of Internet Explorer as your Web browser.
- We will be using some **Adobe portable document format (PDF) files, word processors (Microsoft Office Word, 2003 or 2007)**. To access these files you must have a free "acrobat" reader on your computer. You can download the reader in either PC or MAC versions from: [www.adobe.com/products/acrobat/readstep.html](http://www.adobe.com/products/acrobat/readstep.html)
- We will be also using an **e-mail program** as a communication tool.

<b>ACCESS AND NAVIGATION</b>
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This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to:

<https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamu-commerce.edu](mailto:helpdesk@tamu-commerce.edu).

Additionally, the following hardware and software are necessary to use eCollege:

- Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).
- Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.
- It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

<b>COMMUNICATION AND SUPPORT</b>
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- You have \*many\* different methods to communicate with me and with each other during this semester. Here are my expectations for electronic communication.
  - o **E-mail:** Please use university email ([susan.williams@tamuc.edu](mailto:susan.williams@tamuc.edu) ). I check my emails daily Monday through Friday.
  - o **eCollege:** Please keep your eyes on eCollege Announcements for the latest news for the course.
  - o **Phone:** Students may call me at my office number if there is a need to contact me (**972-882-7533**)
  - o
- **University Student Technical Support:**  
Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.
  - o **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
  - o **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support

- Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
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### **Course Specific Procedures:**

#### **Course Expectations:**

Students enrolled in RDG 380 are expected to meet the following requirements:

1. Attend all classes and arrive on time.
2. Turn in assignments on the dates noted on the class schedule.
3. Exhibit professional behavior.
4. Participate in class discussions, presentations, and group work.
5. Treat instructor and fellow students with respect.

#### **Professionalism:**

- An important part of this course is your demonstrated ability to grow as a professional educator. As such, you are expected to submit work that represents your own best effort. You are responsible for turning in all required assignments in a timely manner. Assignments must conform to university policies governing academic dishonesty. In addition, as a professional educator, you are constantly seen as a model for your students; therefore, it is imperative that you strive to communicate well both orally and in writing.
- Demonstrate professionalism by: (a) attending **ALL** classes, (b) paying attention, (c) participating actively and constructively, (d) being responsible and prepared, (e) being an equal partner in group work, (f) showing enthusiasm and interest in being a teacher, and following the tenets of common decency and acceptable behavior. Code of student conduct can be found under discipline (pg 38-39) in the student's guidebook. Your grade will be adjusted based upon these criteria (see grading section).
- All students enrolled at the University **WILL** follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct). **If you display disruptive behavior, you may be asked to leave class and/or drop the class.**
- **Cell phones/IPODs** must be turned off during class time. If you are expecting an emergency call, let the teacher know and your group know. Also, the phone must be on vibrate and set on the table. If the phone rings, pick it up and leave the room.

#### **Assignment Guidelines:**

- All assignments should be typed, professionally written, and presented (i.e., free of errors in mechanics, grammar, and spelling). **Each assignment should include student's name, the course and section number, the title, and the date.** When citing

or quoting an author, include appropriate citation information using **APA style (6<sup>th</sup> Edition)**. All work submitted should be your own work.

- **ALL ASSIGNMENTS MUST BE TURNED IN DURING CLASS ON THE DUE DATE. If you fail to do this, 50% of your points will be deducted from the total points. If it is two days or more late you will receive NO credit. NO EXCEPTIONS.**

**Class Attendance:**

- Each student will be responsible for attending class and turning in required assignments whenever due.
- Class attendance and participation are extremely important. Should absences occur, the student is responsible for obtaining class notes, handouts, and related materials from a classmate.
- Students are expected to attend every class session. This class is only 11 days so I expect everyone to be there each class.

**University Specific Procedures:**

**Students with Disabilities:**

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**  
**Room 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

**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*).