RDG 380.02W COMPREHESION AND VOCABULARY
COURSE SYLLABUS: Fall 2015

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Course Hour & Classroom: Web Based Class

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required:

Vacca, R., Vacca, J., & Mraz, M. (2013). *Content area reading: Literacy and learning across the curriculum* (11th Edition). Boston: Pearson. ISBN-13: 978-0133066784

> http://www.coursesmart.com/content-area-reading-literacy-and-learning/richard-t-vacca-jo-anne-l-vacca-maryann-mraz/dp/9780133386875

The links take you to CourseSmart.com. The cost of the eBook is considerably less with a rental charge. You can also find the book through other eBook websites as well as purchase a print copy.

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 discuss them in class 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.

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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 implementation 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 strategy file 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.
8. Students will be knowledgeable of local, state, and national mandates governing dyslexia and other language disorders and learn how to provide multisensory instruction to students with dyslexia.

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.

COURSE REQUIREMENTS

<u>**Instructional Methods/Activities/Assessments:**</u>
This course occurs in a digital learning environment designed in module format. Each module runs 3-4 weeks during which time you will be expected to read assigned materials, participate in discussions and group tasks, reflect on the your knowledge growth and complete all assigned tasks/projects. Each module opens and closes on a certain date and once a module closes it will not be opened again. Therefore you need to demonstrate a level of time management that allows you to meet deadlines as posted.

1. **Class Contributions**: **224 Points** (29% of total course grade)
    - Throughout the semester, you will participate in individual or group activities, which are designed to help you increase your knowledge and experiences concerning content area literacy. Your contributions will consist of taking an active part in online activities (e.g., discussion of specific assigned readings, sharing relevant trends seen in schools, etc…).
    - READ/DISCUSS professional readings and SHARE with peers.
    - Actively participate in online professional literature discussions.
    - See the **Rubric** <u>for Online Discussion Answer</u> **and** <u>Guidelines for Online Discussion and Responding Peer's Posting</u> **(Also placed in Doc Sharing).**

    o Post your discussion answers to respond to the discussion questions [Possible points (50 points x 4 Modules) = 200 points]
    o Respond to classmates' postings [Possible points (10 points x 4 Modules) =40 points

2. **Class Introduction Activities: 10 Points** (1% of total course grade)
    - Getting Started Exercise   1
    - Intro Message and Photo Upload   4
    - Course Introduction Quiz   5

3. **Literacy History: 10 points** (1% of total course grade)
    This is the first reflection assignments, and it will be longer than the bi-weekly reflections, and so is worth more points. The assignment is described on the handout that includes the prompts. **Reflections should be narrative essay, typed, double-spaced (no bigger than 12 font), and at least three pages.**

4. **5 Reflections: 25 points (5 points each)** (3% of total course grade)
    You will be assigned to write a reflection on a prompt designed to encourage you to think about yourself as a teacher and a learner. The prompts are starting points for considering the educational experience. **The reflections should be narrative essay, typed, double-spaced (no bigger than 12 font), and at least two pages.**

5. **Written Responses to Journal Article: 15 points** (2% of total course grade)
    Each student will read and respond to **one journal.** The article will be assigned and distributed online. Students will be responsible for writing a reflection about the article and will come to online class ready to share reactions with peers. **The article review should be narrative essay, typed, double-spaced (no bigger than 12 font), and at least three pages.** The review must clearly show what the writer THINKS (not just summaries). The review may include **questions, comments, descriptions of relevant personal experiences**, etc.

6. Quizzes: 100 points (13% of total course grade)

There will be quizzes in each module. Quizzes will include True/False and multiple choice questions. These quizzes will attempt to probe your knowledge of content area literacy and instruction issues examined through assigned readings, online discussions, presentations, and assignments. The quizzes will cover the reading material and material presented in online class.

7. **Performance Tasks: 300 points** (38% of total course grade)

You will have several opportunities to build lesson plans and teaching resources through performance tasks such as Internet Project (IP), Strategy Resource Files, and Assessment which will include the best practices in your content area. You may work as an individual, with a partner, or group of 3-4 members. Partners or groups should stay together (if possible) for the semester.

8. **Performance Project: 100 points** (13% of total course grade)

Your performance project will be to put all your work from the semester together. This will be more than doing a presentation, rather you will present what you have learned in this course in a manner that exemplifies your knowledge and expertise and will creatively demonstrates your understanding of course goals and reviews course content. You may work as an individual, with a partner, or group of 3-4 members.

Grading:

PERFORMANCE STANDARDS			
POINTS	**PERCENT**	**GRADE**	**STANDARD**
784-705	100%-90%	A	Superior
704-627	89% - 80%	B	Above Average
626-549	79% - 70%	C	Average Performance
548-470	69% - 60%	D	Below Average
469 and Below	Below 59%	F	Unsatisfactory

TECHNOLOGY REQUIREMENTS

Since RDG 380 is an online course and utilizes **eCollege**, an 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 quizzes 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 recommend using the latest version of Internet Explorer as your Web browser.

- We may be using some **Adobe portable document format (PDF) files, word processors (Microsoft Office Word, 2003, 2007, 2010, or 2013)**. 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

- We will be also using an **e-mail program** as a communication tool.

ACCESS AND NAVIGATION

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.tamuc.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 1-866-656-5511 or helpdesk@online.tamuc.org.

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, 8.0, 9.0, 10 or 11).

-   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.

COURSE SITE ORGANIZATION:

The buttons in the left navigation frame of eCollege are described below to give you an overview of the course site organization:

Course Home   This is where the course information and communication tools, such as course syllabus, Technical Support, Library, Students Lounge, Virtual Office, and Voice Thread, are located.

Course Modules   This is the area of the virtual classroom space where all course materials will be posted (See **Doc Sharing** for more materials). There are **5 modules** for this course and each module will have several learning tasks. This will make it very easy for you to locate the module agendas, reading tasks/materials, performance tasks and quizzes. You can *print out* any materials posted in these modules.

COMMUNICATION AND SUPPORT

-   **Interaction with Instructor:**
    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 Mona.McWhorter@tamuc.edu daily Monday through Friday.

o **eCollege**: Please keep your eyes on eCollege Announcements for the latest news for the course.
o **Phone:** Students may contact the instructor on 214-926-3953. .

- **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) or 720-931-3847 (direct), to speak with eCollege Technical Support Representative (available 24 hours a day, 7 days a week).
   o **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative (available 24 hours a day, 7 days a week).
   o **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…)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Course Expectations

1. Participation & Communication:
   a. I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your digital learning community. This includes successfully completing each module. Participate in all online group/class discussions. There will be opportunities to become an active member of a group to complete a project. You are expected to show a level of professionalism and be stay actively engaged with the group through communication and contributions to complete the project. If you are having difficulty, do not wait until the day before the module closes to contact me.

   b. All course/content questions should be posted on Virtual Office in order to avoid duplication of questions and answers. I check Virtual Office daily Monday – Friday. Emails of a personal nature should be sent to my Preferred email address. I check it daily Monday - Friday. A reply will be sent within 24 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP in the subject line.

   c. Or if you want to talk via the "phone", please call or text the instructor's number that will be provided via ecollege announcements.

   d. Read required textbook. The student will be expected to read the required text and any supplemental materials. This is an online course that presents written information as an alternate mode of lecture. **Do not take this lightly**; as an online course you are expected to read/reflect for meaning.

e. **Reflections**: throughout the course, the student will be asked to consider ideas presented in articles and threaded discussions. Some of the reflections will be assigned and submitted for a grade, others will be for personal reflection and kept by the student.

f. **Written tasks:** Completion of all written tasks and projects should exhibit professionalism in appearance and content at an **acceptable level of scholarship.** Tasks/projects are to be completed and turned in according to the schedule posted in eCollege. The campus library and/or computer labs are available for use in the event personal technology fails or supplies or assistance is needed.

g. **Late work**: Late work **will not** be accepted without an excused absence and/or extenuating circumstances as determined by the instructor with late due date determined by the instructor. You will have plenty of notification and time to complete course tasks/projects. If you know you are going to be out of town and unable to access a computer, plan ahead.

h**. Citizenship:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Students Guide Handbook, Policies and Procedures, Conduct).

i. **Plagiarism:** Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

j. **Attendance:** This is an online class therefore attendance is up to you! You may be required to work as a team via various tasks/projects. The quality of your contributions and regular participation activities will be considered attendance. It is strongly encouraged that you attempt to log into the course everyday and/or check Announcements or your email messages in order to not get behind.

k. **Scholarly Expectations:** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. You are expected to submit documents that have been through drafts and edited.

l.   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 (6th Edition)**. All work submitted should be your own work.

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

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).*

- A&M Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Futher, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE / CALENDAR

Schedule for Fall 2015: Module topics/dates are tentative and subject to change.

Module 1: Getting Started (1 week)
        August 31 – Module opens
        September 6 – Module closes

Module 2: Literacy in the Diverse Classroom (3 weeks)
        September 7 – Module opens
        September 27 – Module closes

Module 3: Vocabulary and Comprehension (4 weeks)
        September 28 – Module opens
        October 25 – Module closes

Module 4: Planning and Assessment (3 weeks)
        October 26 – Module opens
        November 15 – Module closes

Module 5: Writing Across the Curriculum (4 weeks)
        November 16 – Module opens
        December 12 – Module closes