



**Texas A & M University – Commerce
Department of Curriculum and Instruction**

**RDG 417 and EDCI 517 - Reading and Learning in K-12 Content Areas
(Online Cross-listed Course)
Fall 2015**

Instructor: Dr. Susan Szabo (Say/bow; the z is silent), Associate Professor

Office Hours: M-S via virtual office in eCollege. This allows everyone in class to see your question and my response, because if you have a question, most likely so do your peers. For personal problems please email me directly. Allow 24 hours for response time, as I may be busy grading or developing new WebQuests. In addition, I have 3 online classes this semester, so I have to learn how to juggle 100+ students online. I do have a teaching assistant to help me, which is very unusual. She is currently a classroom teacher working on her doctorate in reading. Thus, you will have the advantage of having comments from two experienced classroom teachers who have had varied teaching experiences.

When someone posts a question in virtual office, and you know the answer, please feel free to answer it. We are all teachers and we are all learners in this class. In addition, my office email is (Susan.Szabo@tamuc.edu). If you want me to call you, email me your phone number and I will call you in the evening after dinner.

Need Help because this is your First Online Class? During the first week of class, if you are new to online coursework and feel unsure of what to do, please complete the tutorial within eCollege, as it has lots of great information on how to use eCollege that you can view. However, if you are still unsure please email me your phone number and a time to call you.

<p>COURSE INFORMATION</p>

Course Description: RDG 417 is limited to undergraduate educational paraprofessionals and EDCI 517 is limited to alternative certification graduate students. Both courses are developed for the alternative certification program and are designed to help you pass your teacher certifications tests to obtain your emergency teaching permit or initial teacher certification.

The focus is on reading comprehension, concept development and strategies for interacting with narrative and expository materials. The role of the teacher, the text, and the student are examined in the learning process. Text analysis methods, teacher directed strategies, reader-based strategies, and literature are discussed as appropriate for all elementary and secondary grade levels.

Course Overview: In this course, various topics will be examined including fluency, vocabulary, comprehension, teacher strategies vs. student learning strategies for both narrative

and expository texts, writing to learn, and assessments. In addition, we will explore the teacher's role in supporting diverse learners. Students are expected to be active in the learning process by asking questions and reflections upon the content of the course.

Materials – Textbooks, Readings, Supplementary Readings/WebQuests:

This course has no textbook. However, that does not mean that there is no readings, as there is a ton of information you will be given each week. This course uses weekly WebQuests grouped together in Modules. Webquests can be found in eCollege in Doc Share. It is **NOT** recommended that you print all this information, as there are active links within the webquest. Save a tree!

Instead, it is recommended that you first create a RDG 417 or EDCI 517 folder on your desktop. Then, within this main folder, create another subfolder and title it week 1 and name of WebQuest. Then you can **open and 'save as'** the first weeks work found in Doc Sharing. Each week, you will create a new subfolder for the WebQuest and other readings found in Doc Share. As you explore the websites, if you find something interesting on the websites, I would cut and paste into a word document and then cut and paste the URL as well as the author where it was found (so you are not plagiarizing). These are your **NOTES** and can be used to help you created better peer responses. You need to **DOWNLOAD** everything to your desktop on **MONDAY**.

Student Learning Outcomes/ Objectives: By the conclusion of the course, the student will demonstrate a working knowledge of the following outcomes:

1. **The Learner** will demonstrate a general understanding of reading/learning theories and evaluate their use in the content area classroom (ie. Bottom-up, top-down, balanced, schema, reader response, literature circles, grand conversations, socio-cultural, constructivism, automaticity, attitude, caring, etc)
2. **The Learner** will evaluate the needs of the k-12 students in order to pick varied resources for the students to learn content area material.
 - a. The Learner will create a list of effective instructional technology apps, games, and/or websites that can be used to reinforce content TEKS objectives.
 - b. The Learner will create a list of content area literature books written at various reading levels that can be used to teach a content theme and match the books to the appropriate TEKS objectives.
 - c. The Learner will learn about various reading techniques that can be employed to help k-12 students learn content information better.
 - d. The Learner will create a list using various concepts (9 levels of listening, 6 levels of comprehension, 10 components of language arts and various learning styles) to encourage the development and use of higher-order thinking skills in all k-12 students
3. **The Learner** will evaluate the needs of k-12 content curriculum and use appropriate instructional strategies to enable all students to become successful content readers and writers.
 - a. The Learner will acquire the knowledge, skills, and ability to be able to explicitly teach to K-12 students how to interact with narrative text to improve comprehension.
 - b. The Learner will acquire the knowledge, skills, and ability to be able to explicitly teach to K-12 students how to interact with expository text to improve comprehension.
 - c. The Learner will acquire the knowledge to support content vocabulary growth.

- d. The Learner will evaluate the match between the ELA Reading Standards and their Content Area Standards.
4. **The Learner** will gain an increased understanding of themselves as readers, writers, speakers, listeners, thinkers, viewers and producers of “print” while being actively engaged in the learning process and this class.

ELA Reading Standards:

Standard I: Oral Language: Teachers of young children understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills.

Standard II: Phonological and Phonemic Awareness. Teachers of young children understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young children develop this awareness and its relationship to written language.

Standard III: Alphabetic Principle: Teachers of young children understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps children understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV Literacy Development and Practice: Teachers of young children understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young children’s literacy.

Standard V - Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for children to improve their reading word analysis and decoding abilities.

Standard VI Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to increase their reading fluency.

Standard VII - Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children strategies for improving comprehension.

Standard VIII - Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young children develop competence in written communication.

Standard IX - Writing Conventions: Teachers understand how young children use writing conventions and how to help children develop those conventions.

Standard X - Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young children.

Standard XI – Reading, Research, and Inquiry Skills: Teachers understand the importance of research and inquiry skills to students’ academic success that provides students with instruction that promotes their acquisition.

Standard XII - Viewing/ Representing and Internet/Digital: Teachers understand how to interpret, analyze, evaluate and produce project to promote critical and reflective thinking.

Pedagogy and Professional Responsibilities Standards

- **Standard 1** - - The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- **Standard 2** - - The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.
- **Standard 3** – 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.
- **Standard 4** – The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession. (see these standards expanded at http://cms.texas-ets.org/files/3613/2949/6615/160_ppr_ec12.pdf)

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course is totally online. The WebQuests are developed around scientifically researcher based information and created to guide your learning. You will also be an active participant on our online discussion as well as create your own questions from the material to stimulate critical thinking of yourself and your classmates. The assessment of this information will be done through the WebQuest activities, your discussion responses and your choice after project.

Assignments: Activities / Assessments

This course is made up of a series of assignments and assessments to assist you in achieving the course objectives. Because this class has both undergraduate and graduate students, there is a difference in assignments. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc. that will enhance your learning. *Every assignment should be saved using first name, last name, and then name of activity.*

1) WebQuests

A variety of WebQuests have been developed around the course objectives. You will have a before activity to complete, some type of during activity (to be used while you are reading) and an after activity so you can apply what you are learning. Finally, you will

have a quiz on the material from the weekly WebQuest or view video tapes of effective teaching and write a summary response. These weekly WebQuests as well as other readings can be found in Doc Sharing in the folder that is labeled the same as the Week buttons on the left of the screen in eCollege.

2) Before/During Activity

While you are going through your WebQuest, you will fill out the before/during strategy that has been provided. This is to be filled out before you read and AS you read. Thus, you will need to have both documents open for this to happen. Your during strategy will allow you to take notes as you read. The during activity is to help you with the quiz and the apply activity.

3) Apply Activity

Each WebQuest has an apply activity that must be done during the week. This is either a quiz or a project of some kind. Once you open the WebQuest on Monday, look at the before/during activity that must be done and the apply activity that must be done. This way you will know what you have to do to be successful for the Webquest. *Every assignment should be saved using first name, last name, and then name of activity.*

4) Online Discussion Responses: In order to encourage full class participation, YOU will be required to post an original 3-2-1 response by **Wednesday, the latest Thursday night.** I would like a summary/reflection on

- 3 ideas you learned and thought important and why you thought them important. Then list
- 2 ideas you will implement into your classroom and why you choose them to implement. And,
- 1 question you still have that was not answered or was created as your read the material. As you read other's questions, see if you can answer them.

Starting on **Thursday - Sunday**, you are required to return to online discussion, read 3 peers' 3-2-1 postings and provide feedback (at least 3). Discussion feedback should be substantive or you will not be given full credit, if it is apparent by the professor that students have not spent enough time or effort in writing the responses. For example, "I agree, you are absolutely right" does not constitute a substantive response. Find something you connect with from your peer's response and tell them why you connected with it, or why you agreed with it, etc. Think of the 5 Ws.

Research has shown that the more you participate in online discussion the more you feel apart of the class and you learn more as you have read the comments of your peers, as well as the professor. This responding is done because I believe talking about and/or writing about what you are learning strengthens the learning. This takes the place of class discussion if this was a face-to-face class. You must respond to **at least 3 of your peers**. However, if you respond more to the "grand conversations" you will receive bonus points.

1. You need to have somewhat frequent (at least 3) contributions to class discussion.
2. Reading assigned completed weekly so you can participate with online discussion intelligently; your discussion is better if you take notes while you read.

3. Engage in self-evaluation, critical thinking, and reflective learning.
4. Have polite and civil interactions with all members of the class [“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” (See Student’s Guide Handbook, Policies and Procedures, Conduct)]. Participating in online discussion is an important part of the learning process. It helps you to think about your understanding of the material, read your peers and professor’s understanding and then use metacognition to fix/change your thinking, as working on our own does not always mean we learn the best (metacognitive process).
5. You need to self-monitor your learning and seek assistance when needed as well as use good study habits necessary to manage academic pursuits and requirement;
6. You need to write clearly and coherently using standard writing conventions.
7. You need to synthesize and organize information effectively.
8. Failure to prepare and participate effectively will negatively impact the learning processes devised for the class. “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment” (Student Guide Book, pp. 67-73).

5) Late work: You must get papers turned in on a weekly basis. Develop a routine, so you do not fall behind. However, we all have problems, as life gets in the way or throws us a curveball, thus email me why you did not or cannot do the weekly assignments for an extension. Do NOT make this a habit.

6) Scholarly Expectations: All works submitted for credit must be original works created using the information from this class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted is expected to demonstrate high-order thinking skills and be of significantly higher quality than work produced at the undergraduate level. In addition, all assignments turned in should have gone through the editing process. Completion of all written discussions/reflections and projects should exhibit professionalism in appearance and content at an acceptable level of scholarship. Make sure your writings have gone through the writing/thinking/rewriting process.

7) Research: Research is part of my job requirements. All faculty members that work at the university must research and publish their research. As action research helps me to determine the worth of class assignment I have developed, I like to do research on these activities. Thus, all your reflective responses to the planned class activities (seen in course requirements) maybe used to fulfill my research requirement. However, all responses that I use in research articles will be anonymous. That is, your name will not be used anywhere in my research. I will ask you at the end of the course if you give me permission to use your data.

8) Plagiarism of writings and/or other materials in any form will result in a grade of “F” for the course and may result in your dismissal from the program. Please cite your references carefully and consistently! Copying is wrong no matter what anyone says!

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. You can do this yourself through eCollege, as it should be available to you.

Don't put me in a position where I have to report you! ☹ I don't like being the plagiarism police.

Grading

Grades will be determined via a simple point system and grading rubric (for creative final). **You** are responsible for reviewing them prior to submitting an assignment - they tell you all you need to know in order to earn a passing grade in this course. Check out each webquest carefully. The gradebook on eCollege is used to keep track of your activities and points, thus it is your responsibility to keep track of how you are doing. To see my comments and the questions missed on the quiz, **CLICK on the grade and it will open a new screen.** Check every other week or so, so you know which assignments have gone AWOL.

Grades will be determined as follows:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60	F

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology *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*
- *Access to eCollege.*

ACCESS, NAVIGATION and Log in Information

This course will be utilizing eCollege to enhance the learning experience. eCollege is 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@tamuccommerce.edu. If you have any problems with connections, you must email or phone eCollege, as I cannot help you with technical issues. These problems normally impact more than just you.

COMMUNICATION AND 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. If you experience issues, while taking your exams or at any other point, feel free to contact the support desk.

- **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 am online daily. If you have questions email me or post them in the correct week under My Questions, as others may have the same question. Please allow a 24 hour response eCollege should be used if you have a personal problem that I must be aware of.

UNIVERSITY PROCEDURES/POLICIES

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-commerce.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*).

University Services Offered to You Free

- Academic Support:** Students requesting accommodations for disabilities must go through the Academic Support Committee. ALL students with disabilities should stop by Office of Disability Resources and Services where they can fill out an application, attach recent documentation, and apply for eligibility. For those students who are approved, the staff will provide each of the student's professors with a letter of accommodation from our office. We will send letters each semester—after being notified of the need by the student. For more information, the services are located at

Halladay Student Services Building—Room 303 D, their phone number is (903) 886-5835.

- B. Financial Aid Support:** You will be dropped on Monday, September 3rd if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also **forgivable loans, so check them out.**
- C. As a student, your email account is through MyLeo.** Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to them 24/7 at <https://leo.tamu-commerce.edu/login.aspx>. Also, who must check daily and delete or archive your emails so that none are returned to sender. It will not be returned and you may miss important information. **It is your responsibility to empty your email daily, so that nothing will bounce back to the sender.**
- D. Medical Services:** As a student, you have access to the medical facilities and doctors on campus. They offer services for treatment of illness and injury. The staff includes a Physician Assistant, which is a health care professional licensed to practice medicine with physician supervision. Although there is not a physician present every day, they are available for consultation as needed. Student Health Services is located on the first floor of Henderson Hall, in the Clarence G. Allen Student Health Center. They are open from 8-12 and 1-5 Monday through Friday.
- E. Campus Police:** If you have locked yourself out of your car, or if you need help of any kind while on campus, contact the campus police at 903-886-5868.
- F. Counseling Services:** You can get help with your personal, academic and/or career concerns. Counseling may deal with issues related to academic progress, daily living, adjustment to the university and relationships with others. Counseling Services are free to university students. The Counseling Center is located in the Student Services Building #204, is open Monday through Friday from 8:00-5:00pm and you can call 903-886-5868.

TENTATIVE COURSE OUTLINE / CALENDAR

The WebQuests you receive each week through eCollege will tell you the details and the during-after activities that you must complete. The tentative calendar is found below.

Module 1 – Week 1 & 2	Introduction and Objective 1
Module 2 – Week 3-7	Objective 2 – Looking at the needs of the Student
Module 3 - Week 8-13	Objective 3 – Looking at the needs of the Content Curriculum
Module 4 – Week 14-15	Objective 4 – Putting It Altogether+ objective reflection;