

RDG 540.01W READING IN CONTENT AREAS COURSE SYLLABUS: Summer 2022

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Course Hour & Classroom: Web-Based Class
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

- ~~1. Vacca, R., Vacca, J., & Mraz, M. (2019). *Content area reading: Literacy and learning across the curriculum* (12th Edition). Boston: Pearson
Print ISBN-13: 978-0135224502. eText ISBN: 978-013468831~~
- ~~2. Sturtevant, E. G. & Linek, W. M. (2003). *Content Literacy: An Inquiry based Case Approach*. Columbus, OH: Pearson, Merrill, Prentice Hall.
— ISBN-13: 978-0135266915~~

Textbook Required:

- Lent, R. C. (2018). *Disciplinary literacy in action: How to create and sustain a school-wide culture of deep reading, writing, and thinking*. CA: Corwin Literacy.

ISBN- 13: 978-1544317472

Book Clubs (Choose One):

- Aguilar, E. (2020). *Coaching for equity: Conversations that change practice*. NJ: Jossey-Bass.

ISBN -13: 978-1119592273

- Boogren, T.H. (2021). *Coaching for wellness: A guide to supporting new and experienced teachers*. IN: Solution Tree.

ISBN – 13: 978-1951075798

Optional Text:

APA. (2020). *Publication manual of the American Psychological Association (7th ed.)*. American Psychological Association.

**** 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: RDG 540. Prescriptive Reading in Content Area Classrooms. **Three semester hours.**

This course is intended to help teachers understand the relationship between literacy instruction and content area study. Particular emphasis is given to the reading and study of expository materials at all levels of the curriculum. The major areas of study include levels of thinking and questioning, textbooks, assessments, factors in learning, reader strategies, and teacher strategies. The instructional strategies discussed are appropriate for all grade levels and all content areas.

Course Goals:

RDG 540	Reading in Content Areas - SUMMER I - Revelle	Standards
540.1	Reflects upon, understands, and appreciates the need for strategies to meet the characteristics of specific texts in content areas.	1.24k, 2.15s
540.2	Reflects upon, understands, and appreciates the need for helping English Language Learners (ELLs).	
540.3	Applies knowledge of the relationships among content, process, and affect in the development of literacy instruction in content areas.	
540.4	Identifies, interprets, and understands how to utilize standardized tests, informal assessments, text analysis instruments, and evaluation processes when selecting texts, planning, and teaching content area subject	1.17s, 2.6k, 2.10k
540.5	Designs, presents, critiques, revises, and reflects upon content reading lessons that incorporate before, during, and after reading strategies and assessment, and integrates metacognitive concepts into teaching so that learners can become independent.	1.29s, 2.2s
540.6	Uses writing to express their ideas clearly and coherently in response to a variety of audiences, purposes, and settings.	1.37k
540.7	Plans, implements, and monitors instruction using appropriate and culturally diverse materials and strategies to systematically advance student vocabulary development.	1.26k, 1.27k, 1.28k, 1.31s, 1.32s, 1.33s
540.8	Demonstrates reflective decision-making, critical self-evaluation, and an increasing degree of control over one's own learning and teaching.	2.11k

Reading Specialist Standards (Texas Education Agency):

https://tea.texas.gov/sites/default/files/Reading%20Specialist%20Standards%20-%20EC%20Grade%2012_0.pdf

Standard I. Components of Reading: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

Standard II. Assessment and Instruction: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

Standard III. Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

Standard IV. Professional Knowledge and Leadership: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

COURSE REQUIREMENTS

Course Expectations and Requirements:

1. Class Contributions/Participation (25% of Final 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 via Discussion Thread in D2L.
- Actively participate in online professional literature discussions.
- See the Guidelines for Online Discussion Answer and Guidelines for Online Discussion and Responding Peer's Posting (**available in D2L**).

2. Group Lesson Plan and Chapter Presentation (25% of Final Grade)

Become a topic expert and discussion facilitator on one lesson by preparing and innovatively facilitating learning through anticipation, realization, and contemplation of chapter readings using unique before during, and after reading strategies. Each group (maximum 3-4 people) will develop a lesson on chapters from the Vacca textbook. A lesson will consist of:

- key concepts
- before, during, and after strategies
- visual aids
- support material such as strategy frames, games, etc.
- references.

Your lesson plan will be emailed to the instructor prior to the presentation of the lesson to the class. The instructor will post the lesson plan to D2L. Each group will present their chapter lesson to the class via Discussion Thread. Appropriate aid(s) (e.g., audio, video, Internet website, etc.) for enhancing understanding should be used. Student prior knowledge should be activated, background information built, several strategies should be used, and the lesson should actively engage the class. All of this information may come from your textbooks or be obtained from other sources.

3. Content Area Resource Anthology (CARA) (20% of Final Grade)

You will have an opportunity to build teaching resources by describing the creative and innovative teaching idea you would use for the instructional techniques and assessments. CARA is an

Internet-based compilation of instructional resources that you can use in your teaching. Begin by selecting a content area and topic that you would like to teach or investigate—one that you believe will enhance your teaching and deepen students' understanding. You may work as an individual, with a partner, or group of 3-4 members.

4. Individual and Cross Case Analyses (20% of Final Grade)

Analyze **case studies** After all cases are analyzed, conduct a cross case analysis using the format provided. All individual case analyses and the cross case analysis should be uploaded in Assignment folder.

5. Final Written Evaluation (10% of Final Grade)

Prepare a final written evaluation that addresses each course goal, evaluates each expectation/requirement, and suggests a final grade for the course. A written evaluation format including criteria will be provided.

Grading:

Final course grades will be determined jointly by the student and the instructor based on the student's self evaluation, the instructor's judgment, and the following scale:

A	A Final Average Score of 4.50
B	A Final Average Score of 3.50
C	A Final Average Score of 2.50
D	A Final Average Score of 1.50
F	A Final Average Score of less than 1.50

The following holistic scoring format will be adapted for each course requirement:

5 = Highly Impressive - well above average in thought, organization, and professional choices as evidenced by products handed in. In control of own decision-making and learning processes.

4 = Commendable - in command of thought, organization, and professional choices as evidenced by products handed in. Developing good control of own decision-making and learning processes.

3 = Average - probably functional in terms of thought, organization, and professional choices as evidenced by products handed in; but in need of more instruction. Developing some control of own decision-making and learning processes.

2 = Developing - somewhat lacking in thought, organization, and responsibility as evidenced by products handed in. Not consistently aware of professional choices. Little control of own decision-making and learning processes. In need of some remediation.

1 = Questionable - lacking in thought and organization as evidenced by products handed in. Lack of awareness of professional choices. Little to no control of own decision-making and learning processes. In need of major remediation.

0 = Not Attempted – no product handed in to document work.

TECHNOLOGY REQUIREMENTS

Since RDG 540 is a web-based course and utilizes Brite Space (D2L), 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.

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the MyLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

You have many different methods to communicate with me and with each other during this semester. Here are my expectations for electronic communication.

- **E-mail:** Please use university email (kay.hongnam@tamuc.edu). I check my emails daily Monday through Friday.
- **D2L:** Please keep your eyes on Announcements for the latest news for the course and leave your questions in my virtual office in D2L if you have any.
- **Phone:** Students may call me at my office number if there is a need to contact me (**903-885-5581**).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

University Specific Procedures

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form:](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- 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
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-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. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Course Expectations:

Students enrolled in RDG 540 are expected to meet the following requirements:

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

Attendance:

RDG 540 is web-based course and 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. All materials, assignment submissions and discussions will be shared online. For the successful online learning experiences, students are expected to log in D2L every day and respond to any new postings. Do not wait until the last day to post your answers and respond to other postings.

Preparation and Participation:

- Be prepared to discuss, question, analyze, critique, and debate readings, research, and other class assignments. Voluntarily participate regularly in online class and group discussions. Demonstrate professional behavior in all you do. Lack of preparation, participation, and/or professionalism (please see the Code of Student Conduct in the Texas A&M University-Commerce Student's Guidebook) may result in removal from class or lowering of your final grade. Plagiarism may result in dismissal from your degree program.

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** online 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 (pp. 38-39) in the student's guidebook. Your grade will be adjusted based upon these criteria (see grading section).

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 a cover page with the 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 (7th edition). All work submitted should be your own work.

- Complete assignments prior to deadline. **ALL ASSIGNMENTS MUST BE TURNED IN 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.**

COURSE OUTLINE / CALENDAR

This course occurs in a digital learning environment designed in module format. Each module runs 1-2 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 open again. Therefore you need to demonstrate a level of time management that allows you to meet deadlines as posted.

Schedule for Summer I 2022: Module topics/dates are tentative and subject to change.

Module 1: Getting Started, Literacy Matters, New Literacy and Diversity in Content Area Classroom

June 6 – Module opens

June 15 – Module closes

Module 2: Comprehension and Vocabulary

June 16 – Module opens

June 22 – Module closes

Module 3: Planning Instruction and Assessment

June 23– Modules opens

June 29 – Module closes

Module 4: Writing

June 30 – Module opens

July 7 – Module closes