



Reading 380-01W
Comprehension and Vocabulary in MLED & HS
Course Syllabus: Summer II 2024

INSTRUCTOR INFORMATION

Instructor: Dr. Susan Williams
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Office Hours: By appointment
Office Phone: 214-535-0795
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Preferred Form of Communication: email
Communication Response Time: same day

COURSE INFORMATION

Materials

Textbook(s) Required:

Lent, R. C. (2015). This is disciplinary literacy: Reading, writing, thinking, and doing... content area by content area. New York: Corwin Literacy.

Print ISBN-13: 978-1506306698.

e-Text Available for FREE through TAMUC library

Open TAMUC Libraries and type the title of the book into the search box. Click the green link that says "Available Online." Then on the book page, there is a blue link in the middle of the page that says "Ebook Central." You may be prompted to log in, but then it will open. You may read it online and choose the section or chapter you need from this page. **I highly recommend that you bookmark this page for quick access to the text.**

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.

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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 quizzes and class projects.

Online Resources:

TEKS for your content area available on-line at <https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/texas-administrative-code-title19-part-2>

English Language Proficiency Standards available on-line at <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

The Dyslexia Handbook <http://dyslexiahelp.umich.edu/professionals/dyslexia-school/strategies-for-teachers>

International Society for Technology in Education (ISTE) Per TEA, students seeking certification must be informed of technology-readiness skills. ISTE provides standards for <https://www.iste.org/standards/iste-standards-for-teachers>.

Science of Teaching Reading (STR) Competency 008—(Reading Fluency): Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.

§228.30(c)(2) include information on: characteristics of dyslexia, identification of dyslexia, effective multisensory strategies for teaching students with dyslexia.

All teacher candidates should be familiar with the Texas Teacher Standards in Chapter 149 which can be found at <https://tea.texas.gov/sites/default/files/ch149aa.pdf>

Course Description

This course builds upon the theoretical foundations of reading and literacy. The preservice teacher will explore ways to integrate reading and writing instruction into content areas. 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. Support learners with pre, during, and post reading strategies with a variety of content areas texts.
2. Understand the rationale behind the integration of reading, writing, listening, and thinking experiences in the school curriculum in all content areas.

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3. Learn to use appropriate literacy approaches to meet the needs of unique learners including students with special needs, emergent bilinguals, and students that read below grade level.
4. Collaborate with in a small team to locate and incorporate content area and digital texts into a multi-day planning unit that applies best practices with academic language.
5. Learn and employ a variety of methods for evaluation of student learning such as questioning, written response, and performance-based assessments.
6. Review and 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.
7. Analyze text selections for diverse representation to assure all students are interacting with texts that represent the demographics of the population.

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.

Competency 005: The teacher understands how to promote ESL students' literacy development in English.

Competency 006: The teacher understands how to promote ESL students' content-area learning, academic-language development and achievement across the curriculum.

Competency 009: The teacher understands factors that affect ESL students' learning and implements strategies for creating effective multicultural and multilingual learning environment.

Technology Applications for All Teachers Standards:

Standard I: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

Standard II: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

Standard III: All teachers acquire, analyze, and manage content from digital resources.

Standard IV: All teachers make informed decisions by applying critical-thinking and problem-solving skills.

Standard V: All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.

Standard VI: All teachers demonstrate a thorough understanding of technology concepts, systems, and operations. –

Standard VII: All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Since RDG 380 is an online course and utilizes D2L (Brightspace), 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.

Instructional Methods

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 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.

Student Responsibilities or Tips for Success in the Course

Great effort has been made to create a well-organized online experience that will provide high levels of engagement in an environment that is safe and supportive. Additionally, the readings and assignments are distributed weekly, so students can produce assignments in increments that distribute the workload of larger assignments. Staying up-to-date on assignments will improve success in the course. Online features such as the Class Lounge and Virtual Office will also provide opportunities to communicate with other students in the class and the instructor. If a student has any

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questions or concerns, we encourage them to contact their instructor, so they can work together towards a solution. Grading

GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Assessments

1. Class Contributions: 240 Points

- 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 for online discussion Answer and Guidelines for online discussion and responding to Peers' postings.

2. Class Introduction Activities:10 Points

- Getting Started Exercise -1

- Intro Message and Photo Upload 4

- Course Introduction Quiz 5

3. Literacy Reflection (written and Zoom Conferences): 50 points: You will be assigned to write a reflection and participate in Zoom conferences either based on a prompt or in response to your lesson plan assignment. This is designed to encourage you to think about yourself as a teacher and a learner. The reflections are starting points for considering the educational experience.

4. 5 Quizzes: 100 points (20 points each) 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 materials and materials presented in online class.

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5. Multi-Step Collaborative Performance Project: 250 points

You will have several opportunities to build lesson plans and teaching resources through performance tasks 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.

6. Digital Literacy Modules: 30 points

These digital literacy modules are required by the state for students seeking Texas Certification. Completing the modules and uploading a certificate of completion will earn the points for this course and provide the documentation needed to meet the state criteria.

7. Dyslexia Training Modules: 30 points These dyslexia modules were created by the Texas Education Agency for in-service teachers, and they are now sharing these with pre-service teachers as well to meet the dyslexia training required for certification in the state.

TECHNOLOGY REQUIREMENTS

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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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

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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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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.

University Specific Procedures

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>

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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/>

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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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

This will be given the first day of class.

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