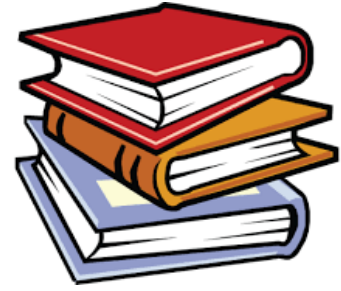


Face-to-Face RDGK 3335.110 Content Area Reading

Fall 2017 rev. 08.15.2017

Texas A&M University - Central Texas



INSTRUCTOR AND CONTACT INFORMATION

Instructor: Ruth Lake, M.Ed.

Office: WH 322

Phone: Work Phone: (254) 519-5485, Cell Phone: (254) 291-6708

Email: laker12@tamuct.edu

Office Hours:

By appointment.

Mode of instruction and course access:

This course meets face-to-face, with some assignments and modules made available online using the TAMUCT Blackboard Learn system: [<https://tamuct.blackboard.com>]

Student-instructor interaction:

I am readily available to you. Please talk to me before or after class for immediate needs. If you email me please either call or text to notify me of the email. This will help me to better respond in a timely manner. Please do not message me through blackboard.

UNILERT:

Emergency Warning System for Texas A&M University – Central Texas

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account.

Connect at Unilert [<https://www.tamuct.edu/departments/security/unilert.php>] to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description: RDGK 3335

This course provides an understanding of factors which influence learning from content text and teaches specific instructional strategies which promote comprehension, vocabulary development, effective study strategies, and test-taking skills. Includes ways to modify text for diverse learners. Attention is given to the principles of research-based reading instruction

Course Objective:

The student will be a reflective professional educator who makes effective educational decisions that support the creation of dynamic learning environments. The student will demonstrate effective practices in a field-based setting and reflect on his/her role as a professional education as he/she moves forward on the continuum from pre-service to in-service educator.

Student Learning Outcomes:

Upon successful completion of this course students will recognize the importance of and have the skills to address specific reading needs of students within their content area classrooms. The learner will be able to:

1. exhibit knowledge of research-based reading theory,
2. demonstrate a knowledge of current issues associated with reading instruction,
3. demonstrate knowledge of reading strategies,
4. exhibit knowledge of the characteristics of diverse readers,
5. demonstrate knowledge of the principles and practices of assessment and remediation of students as readers,
6. evaluate textbooks,
7. investigate the Texas Essential Knowledge and Skills and the Texas Assessment of Knowledge and Skills as these relate to the content area teacher and content area reading,
8. demonstrate an understanding of the Learner Centered Proficiencies and Competencies and relate these to content area reading,
9. demonstrate the ability to use technological support provided by the Texas Education Agency and State Board of Educator Certification,
10. demonstrate the ability to use computer-based technologies such as the web browser to access, manage, and use information to support instruction.

Competency Goals Statements (certification or standards):

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. (Domain I. Competencies 001-004 Domain III. Competencies 007-010)

- 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
- 1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;
- 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills;
- 1.10k how lesson content and skills connect with other disciplines and within the discipline; and
- 1.11k current research on best pedagogical practices.
- 1.13k the importance of developing instructional goals and objectives that can be assessed;
- 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
- 1.19k the importance of designing instruction that reflects the TEKS;
- 1.20k features of instruction that maximize students' thinking skills;
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;
- 1.23k the benefits of designing instruction that integrates content across disciplines; and
- 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
- 1.25k the role of assessment in guiding instructional planning;
- 1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
- 1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies;
- 1.29k the benefits of and strategies for promoting student self-assessment;
- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and
- 1.7s exhibit appropriate knowledge of a subject to promote student learning;
- 1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;
- 1.9s plan instruction that reflects an understanding of important prerequisites relationships;
- 1.10s plan instruction that makes connections within the discipline and across other disciplines
- 1.11s use a variety of pedagogical techniques to convey information and teach
- 1.13s develop instructional goals and objectives that are able to be assessed;
- 1.14s develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests; and
- 1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS;
- 1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;

1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (Domain II. Competencies 005-006)

2.1k the importance of creating a learning environment in which diversity and individual differences are respected;

2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students.

2.4k the importance of communicating enthusiasm for learning; and

2.5k the necessity of communicating teacher expectations for student learning

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. (Domain III. Competency 007-010)

3.1k the importance of clear, accurate communication in the teaching and learning process;

3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;

3.3k spoken and written language that is appropriate to students' age, interests, and background; and

3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions

3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;

3.6k how to present content to students in relevant and meaningful ways

3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;

3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;

3.9k strategies and techniques for using instructional groupings to promote student learning;

3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and

3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.

3.12k characteristics of effective feedback for students;

3.13k the role of timely feedback in the learning process; and

3.14k how to use constructive feedback to guide each student's learning.

Demonstrating Flexibility and Responsiveness

3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and

3.16k situations in which teacher flexibility can enhance student learning.

3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;

3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students;

3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;

3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;

3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and

3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge

3.7s create lessons with a clearly defined structure around which activities are organized;

3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process

3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;

3.10s represent content effectively and in ways that link with students' prior knowledge and experience;

3.11s use flexible grouping to promote productive student interactions and enhance learning;

3.12s pace lessons appropriately and flexibly in response to student needs;

3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and

3.14s encourage students' self-motivation and active engagement in learning.

3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific;

3.16s promote students' ability to use feedback to guide and enhance their learning; and

3.17s base feedback on high expectations for student learning.

3.18s respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity;

3.19s adjust instruction based on ongoing assessment of student understanding; and

3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the

profession (Domain IV. Competencies 011-013)

- 4.1k the importance of families' involvement in their children's education; and
 - 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
 - 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse); legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);
 - 4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);
 - 4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;
 - 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;
 - 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);
 - 4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and
 - 4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.
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Required Reading and Textbook(s):

Daniels and Zemelmann. (2004). Subjects matter: Every teacher's guide to content area reading. Heinemann. ISBN 325-00595-8.

Benjamin, A. (2007). But I'm not a reading teacher: Strategies for literacy instruction in the content areas. Eye on Education. ISBN 13:978-1-59667-049-5

Allen. (2004). Tools for teaching content literacy. Stenhouse. ISBN 978-15711-03802

Allen. (2008). More tools for teaching content literacy. Stenhouse. ISBN 978-157110-711-8

N.B. A student of this institution is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may be available from an independent retailer, including an online retailer and English Language Proficiency Standards.

COURSE REQUIREMENTS

Philosophy of Literacy in Your Content Area – 10%

You will write a 2 to 3 page paper reflecting on your personal history with content area reading by recollecting how you learned to interact in content area subjects in school. What were your experiences in reading and writing within the classroom of the subject that you intend to teach? Be sure to include specific experiences in classes, what you thought about teaching strategies to help you access content knowledge, specific vocabulary strategies you use when faced with new content vocabulary. Secondly, you will detail your personal philosophy on content area literacy and its place in your degree plan. Why do students need to be able to read and write to be successful within your content area class? How will a lack of reading and writing skills keep a student from being successful in your field? What will you do to ensure that your students have opportunities to become literate in your content area classroom?

Nelson-Denny Analysis & Interpretation Paper – 10%

You will take and score the Nelson-Denny test and then write a 2 to 3 page paper discussing how the experience helped you better understand reading in the content area. You will reflect on your grade equivalent as well as the components of the exam.

Textbook Evaluation – 5%

Using one textbook that is in CURRENT ADOPTION IN PUBLIC SCHOOLS, you will write an evaluation that will include Raygor readability and correlations to the TEKS and STAAR. You will really get in and dig around to see if this content is appropriate and accurate. This will be an in-class activity. Books may be checked out at the TAMUCT library.

Content Area Reading Strategies Notebook – 15%

As we study reading strategies in class, you will create a collection of teaching activities. On each typed page of your collection, list the strategy, the necessary materials, how to use it, when to use it, and an example that would be appropriate in your content area. In addition, you will need a table of contents for this notebook. Include a resource list of 20 chapter books/trade books/ picture books that can be used to teach within the content areas. An Internet resource list (20) will also be developed for use as alternative texts.

Novel Study for Content Integration – 15%

Demonstrate that you have read a YA Novel that could be used to enhance your content area. Documentation will be in the form of a creative assessment you might use in your classroom, i.e. product such as a website, song, shadow box, inquiry lesson, et cetera. You will need to bring the novel to class.

Strategy Presentation – 15%

Each student will present one strategy to the class. Handouts will be required for each student in class and will comprise part of the Reading Strategies Notebook. Technology integration- each strategy will include an App. that could be used with the strategy or as an extension.

Picture/Trade Book Share – 10%

Each student will select a picture book with the class that would serve as an appropriate alternative text for their content area classroom. (This will be after you have evaluated a textbook.) A 1-2 page reflective paper

will be required that addresses various aspects of the selection process and how you would use this book within your content area.

Exams – 20%

There will be a mid-term and final exam. Each will be worth 10%. The midterm will be over SM ch. 1,2, 3, 4 & 6 and B 1-5. The final exam will be over SM ch. 5,7-12 and B 6-10.

TEExES style test over the standards connected to this course

This test is part of the program assessment. You will research the Content area sections of the TEExES.

Grading Criteria Rubric and Conversion

ALL ASSIGNMENTS MUST BE COMPLETE TO RECEIVE A FINAL GRADE.

1.	Philosophy of literacy	10 %
2.	Nelson-Denny	10%
3.	Textbook Evaluation	5%
4.	Content Area Strategy Notebook	15%
5.	Novel Study	15%
6.	Strategy Presentation	15%
7.	Picture/Trade book share	10%
8.	Midterm	10%
9.	Final Exam	10%
10.	TEExES Style Test	0%
	Total	100%

Grades will be assigned at the end of the semester on the following basis:

A = 90-100 %

B = 80-89 %

C = 70-79 %

D = 60-69 %

F = 59 or below

Posting of Grades -Final grades will be posted to Blackboard Learn after completion of course requirements.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

RDGK 351 is foundational for your success on the content reading portion of the TEExES exam. Consistent and punctual attendance and engagement in the course is necessary for success. Please note the professor of this course reserves the right to change the calendar for the benefit of the class.

Date	Time	Location	Topic	Assignment
August 30	6pm	Warrior Hall	Introductions, Course Overview, Expectations; Models of Reading	
Sept 6	6pm	Warrior Hall	Nonfiction genre Reading Continuum YA novel selection	SM 1, B 1 Philosophy Paper
Sept 13	6pm	Warrior Hall	IPOD presentation-Technology integration (AMMS CT)	SM 2, B 2
Sept 20	6pm	Warrior Hall	Learning through text & textbooks Read Alouds and Shared Reading	SM 3,4,6, Nelson-Denny
Sept 27	6pm	Warrior Hall	Teaching Nonfiction rdg/writing Anticipatory Activities	B 3 Nelson-Denny Paper
October 4	6pm	Warrior Hall	Novel Share	Novel Share
October 11	6pm	Warrior Hall	Vocabulary, Concept Development, Inquiry Process	B 4, 5
October 18	6pm	Warrior Hall	Mid-term Exam	Mid-term Exam
October 25	6pm	Warrior Hall	Strategy Presentations (All strategies are due)	SM 5; B 6 Strategy lesson
Nov 1	6pm	Warrior Hall	Literature Circles with SM Guided reading and writing	B 8 SM 9, 10
Nov 8	6pm	Warrior Hall	Textbook Evaluation- Bring a student textbook to class	SM 7, 8 Textbook Evaluation In-Class TEXES Style Test
Nov 15	6pm	Warrior Hall	Inquiry-Observing and assessing	SM 11, 12 Picture Book Presentation
Nov 22			Thanksgiving Holiday	
Nov 29			Research day Prepare strategies notebook	20 internet sites and 20 books for resource list.
Dec 6	6pm	Warrior Hall	Reading Research Final Exam study time-stations	Strategies Notebook
Dec 13	6pm	Warrior Hall	Final Exam	Final Exam

INSTRUCTOR POLICIES

TAMUCT Department of Curriculum & Instruction Professional Expectations

Texas A&M University-Central Texas clinical teachers are guests in the schools in which they are placed. Each clinical teacher **must abide by** all regulations and policies established by the district, central administration, campus administrators, and cooperating teachers.

Candidates for teacher certification at TAMUCT will demonstrate the following qualities and behaviors in pursuit of their goal of becoming a professional educator.

Quality	Behavior
Communication	communicate appropriately and effectively with colleagues, supervisors, students, parents, caregivers and community members using various forms
Collaboration	work collaboratively with colleagues, mentors and supervisors to achieve the local, state, and national goals of education
Commitment	demonstrate commitment to the teaching profession and exercise leadership for the advancement of the profession and public education; be responsible, punctual, regular in attendance, and prepared to participate in all aspects of professional development
Professional Development	Take responsibility for utilizing professional teaching practices and constantly strive to improve through professional growth
Ethical Conduct	Uphold the Code of Ethics for Texas Educators and abide by local, state, federal rules, regulations, and policies; demonstrate respect and maintain ethical conduct in relations with professional colleagues, students, parents and members of the community

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright. (YEAR) by (FACULTY NAME) at Texas A&M University-Central Texas, (FACULTY COLLEGE); 1001 Leadership Place, Killeen, TX 76549; 254-(FACULTY COLLEGE PHONE); Fax 254-(FACULTY COLLEGE FAX); (FACULTY EMAIL)

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements.

This course will use the TAMUCT Blackboard Learn learning management system.

Logon to [TAMUCT Blackboard](https://tamuct.blackboard.com) [https://tamuct.blackboard.com] to access the course.

Username: Your MyCT username

(xx123 or everything before the "@" in your MyCT e-mail address)

Initial password: Your MyCT password

Check browser and computer compatibility by using the "Test Your Browser" button, found in the "My Courses" tab on your Blackboard dashboard, once you have logged in.

Technology Support.

For technology issues, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat: http://hdc.tamu.edu](http://hdc.tamu.edu)

When calling for support please let your support technician know you are a TAMUCT student.

For issues related to course content and requirements, contact your instructor.

COURSE AND UNIVERSITY RESOURCES, PROCEDURES, AND POLICIES

Drop Policy.

If you discover that you need to drop this class, you must go to the Registrar's Office and complete a [Drop Request Form](https://tamuct.blackboard.com/bbcswebdav/institution/studentforms/Drop_Request_Form.pdf) [https://tamuct.blackboard.com/bbcswebdav/institution/studentforms/Drop_Request_Form.pdf]

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Access & Inclusion.

At Texas A&M-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion [webpage](http://www.tamuct.edu/departments/access-inclusion): <http://www.tamuct.edu/departments/access-inclusion>.

Tutoring.

Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at k.wood@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. To access Tutor.com, go to the 'My Courses' tab in Blackboard.

University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders. Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [homepage](https://tamuct.libguides.com/): <https://tamuct.libguides.com/>