

**READ 3335**  
**Content Area Reading**  
**Spring 2020**  
**Texas A&M University-Central Texas**

**Catalogue Course Description:** (WI) Examine factors that influence learning from content text and study specific instructional strategies which promote comprehension, vocabulary development, effective study strategies, and test-taking skills. Study ways to modify text for diverse learners and the principles of research-based reading instruction. Must be admitted to the Teacher Ed Program.  
3 Credit Hours.

**\*\*\*Prerequisite(s): Must be admitted to teacher education program.**

**COURSE DATES, MODALITY, AND LOCATION**

**Tuesdays: Face-to-Face 11:00-1:45**  
**WH 417**

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** J. Elizabeth Casey  
**Office:** Warrior Hall, Room 322N  
**Phone:** 254-519-4591  
**Cell:** 864-247-6542  
**Email:** [j.casey@tamuct.edu](mailto:j.casey@tamuct.edu)

**Office Hours:**

Tuesday 9:00-11:00;  
Wednesday 3:00-6:00;  
Thursday 3:00-6:00;  
by appointment.

**Mode of instruction and course access:**

This course will have a hybrid format. Students will be required to complete readings and discussions in course modules and attend class on Tuesdays. This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

**Student-instructor interaction:**

I respond to emails usually the same day. Weekends might take longer. I will respond to all emails SENT through my [j.casey@tamuct](mailto:j.casey@tamuct.edu) account within 24 hours. If an email is sent through Canvas, it may be missed. Please ONLY use [j.casey@tamuct.edu](mailto:j.casey@tamuct.edu) for communication via email. All students have my cell number (above), and I respond to texts/calls as soon as possible. I have eight office hours each week and use Canvas for grades and announcements.

**WARRIOR SHIELD**

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

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

**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 preservice to in-service educator.

**Student Learning Outcomes (SLOs):**

1. Identify research-based reading strategies and the corresponding theorist,
2. Analyze current issues associated with reading instruction,
3. Develop lessons embedded with research-based reading strategies,
4. Differentiate instruction to address the needs of diverse learners (i.e., struggling readers, students with dyslexia, students with exceptionalities, English language learners, Culturally and linguistically diverse students)
5. Create an activity that develops students' content area vocabulary

**Competency Goals Statements (certification or standards): See end of Syllabus**

**Required Reading and Textbook(s):**

Vacca, R. T., Vacca, J. A. L., & Mraz, M. (2017). *Content area reading: Literacy and learning across the curriculum*. New York, New York: Pearson.

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Digital Polarization Tutorials :**

1. Introduction to Web Literacy: <http://tamuct.libsurveys.com/WebLiteracyIntroduction>
2. Investigate the Source: <http://tamuct.libsurveys.com/InvestigateSource>
3. Find the Original Source: <http://tamuct.libsurveys.com/FindOriginal>
4. Look for Trusted Work <http://tamuct.libsurveys.com/TrustedWork>

**COURSE REQUIREMENTS**

You are required to bring your textbook to class.

## **COURSE REQUIREMENTS**

Participation and attendance in this course is required. There will be a sign in sheet each week. If you are late, and or leave early, it will be recorded and may affect your grade.

Course Requirements: (include point values for each- not just a percentage)

**1. Nelson-Denny Analysis & Interpretation Paper – (10 pts)**

[https://www.testprepreview.com/nelson\\_denny\\_practice.htm](https://www.testprepreview.com/nelson_denny_practice.htm)

You will take and score the Nelson-Denny test and then write a 300-400 word paper discussing how the experience helped you better understand reading in the content area. You will determine your grade based on the number of questions answered correctly. For example, if you received 10 correct responses out of 12, your score would be 83% (10/12). You will reflect on your grade equivalent as well as the components of the exam. **(SLO 4)**

**2. Content Area Reading Strategies Collection (20 pts)** As we study reading strategies in class, you will create a list of strategies that are appropriate for teaching reading in the content areas. Your list will identify the strategy, the researcher, and a description of how the strategy is used. 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. **(SLOs 1-5)**

**3. Content Area Reading Lesson (20 pts)** Each student, with a partner, will teach a content area lesson (science, SS, health, math) that includes DI of vocabulary, DI of content, and assessment of vocabulary and comprehension. Lessons will be 30 minutes. Students will have: (a) an activity that engages students (their peers) in learning at least seven but not more than ten vocabulary words; (b) an activity that supports student learning of content while reading; and, (c) a vocab and comprehension assessment. All aspects of this lesson will be completed within the allotted 30 minutes. **(SLOs 1, 3, 4, and 5)**

**4. Reflection (10 pts)** After the reading lesson, each student will write a 500 word reflection detailing the planning, selection of vocabulary, identification of comprehension strategy, and overall lesson viability. Student will incorporate modifications to lesson for the next time it will be taught.

**5. Fry Readability Assessment (10 pts)** Students, with a partner, will use the Fry Readability assessment on three sections (beginning, middle, and end) of three different textbooks (one classic piece of literature, one science or history textbook grade five or above, and one young non-fiction book of their choosing. After determining the grade level, compare the results you obtained with lexile.com. Independently, students will write a 500 word summary of the process and results. Students will also analyze difficulty with selected texts in classes with students who are reading below grade level. A reference list must be provided for all texts. **(SLOs 1-5)**

**6. Final Exam (20 pts)** The final will be cumulative and students will complete the final online. Questions will consist of T/F, M/C, Matching, and S/A. Students will have three hours to complete the final over a 48 hour time period. **(SLOs 1-5)**

**7. Professional Grade (10 Pts)** This includes attendance (absences and tardies); behavior in class (Dispositions; active and meaningful participation; assignments turned in on time; papers typed according to guidelines.

- Student learning outcomes (SLOs) are listed above.
- Rubrics for all assignments will be available in Canvas.
- Grades for papers/written assignments will be assigned based on student's work and grade will align with rubric guidelines. Grades for presentations will also align with rubric guidelines.

### Grading Criteria Rubric and Conversion

*These items should always match the course requirements.*

### Grading Criteria Rubric and Conversion

Grading		
Assignment	Points	Final Grade Calculation
Nelson Denny	10	
Collection of Reading Strategies	20	
Lesson	20	
Reflection on Lesson	10	A = 90-100 pts
Fry Readability Assessment	10	B = 80-89 pts
Final Exam	20	C = 70-79
Professionalism	10	F = <70
<b>Total Points Possible</b>	<b>100</b>	

### COURSE OUTLINE AND CALENDAR

#### Complete Course Calendar

**\*\*\*The instructor reserves the right to modify assignments and due dates to enhance student learning outcomes. Assignments may be altered, but no additional assignments will be added.**

Date	Please Read in Text.	Topics	Assessments Due
Mar 17	Chapter 1	Introductions. Review Syllabus and requirements	<b>Nelson Denny Paper due 3/22@11:59.</b> Fry Readability groups: Wilkins and Singleton Weikum and Fritz Bachtel and Duprey Dunn and Mendoza Hernandez, Roth, and Wolf Rodriguez and Myers Hulsey and Mason
Mar 24	Chapters 2-3	Learning with new literacies and CRT	Prepare for teaching and work on Fry Readability.
March 31	Chapters 4-5	Assessing students and text & planning instruction for content reading	Teaching Demonstrations (four) Groups: Dunn and Weikum Hernandez and Mendoza Duprey and Mason Fritz, Bachtel, and Myers

April 7	Chapters 6-7	Activating prior knowledge and guiding reading comprehension	Teaching Demonstrations (three) Groups: Hulsey and Roth Rodriguez and Singleton Wilkins and Wolf  Fry Readability Due on 4/12 @ 11:59.
April 14	Chapters 8-9	Developing vocabulary and writing across the curriculum	Reflection on teaching due on April 19 <sup>th</sup> by 11:59 pm.
April 21	Chapters 10-11	Studying and Learning with Multiple Texts	Work on Reading Strategies Collection
April 28	Chapter 12	Professional Development	Reading Strategies Collection Due in Canvas on May 1 @ 11:59.
May 5			Final Exam due by May 6th @ 11:59 pm.

### Posting of Grades

- All assignments will be graded, and grades posted, in a timely manner, typically within one to three days of due date except for larger assignments such as the projects.

### Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

Important Dates	Description
March 16, 2020	Class Schedule Published for Summer Semester
March 27, 2020	Deadline for Graduation Application for Ceremony Participation
March 30, 2020	Registration Opens for Seniors, Post-Bacc, and Graduate Students for Summer Semester
April 3, 2020	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 6, 2020	Registration opens for all students for the Summer and Fall Semesters
May 8, 2020	Deadline for Applications for Tuition Rebate for Spring Graduation (5pm)
May 8, 2020	Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
May 8, 2020	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 8, 2020	Spring Semester Ends
May 9, 2020	Spring Commencement Ceremony

### TECHNOLOGY REQUIREMENTS AND SUPPORT

You will need access to Canvas to complete modules during weeks when class will not meet. You will also need to upload assignments to Canvas as needed.

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

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

### **Other Technology Support**

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: [helpdesk@tam.u.edu](mailto:helpdesk@tam.u.edu)

Phone: (254) 519-5466

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

*Please let the support technician know you are an A&M-Central Texas student.*

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## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/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 Academic 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.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

### **Academic Accommodations**

At Texas A&M University-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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

### **Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study



Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not** offer writing support beginning August 1, 2019.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

### **University Writing Center**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 UWC is here to help!

Students may arrange a one-to-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) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

### **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 85,000 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 A&M-Central Texas 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 24 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 A&M-Central Texas 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 [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

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## OPTIONAL POLICY STATEMENTS

### A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

### Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

## INSTRUCTOR POLICIES

*Late work will be accepted, with two points taken off per day late. Make-ups for teaching reading lessons will not be permitted due to time. Persons who are ill or social distancing will need to Skype/Zoom/ Big Blue Button into class.*

*If we begin meeting remotely, students will prepare a video with their partner to post. The videos can be spliced together.*

### 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.

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## **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, develop-mental 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, highquality 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, higherorder 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.

Syllabus Signature Page  
Texas A&M Central Texas

Instructor: Dr. Casey  
Course: READ 3335  
Semester: Spring 2020, 2<sup>nd</sup> 8 weeks

I, \_\_\_\_\_, received a copy of the course syllabus for the class mentioned above and agree to the following course policies:

**COURSE ABSENCE POLICY**

Regular attendance is an important part of this course. Successful performance in this class requires that you attend class and be punctual. Your absence alters the community and without your presence, discussion is radically different. Absences tend to lower the quality of a student's work in a course and subsequently their understanding of the content. After one absence, 4 points will be deducted from the student's final points, two absences will result in 8 points deducted, etc. Excessive absences (>4) will result in student's final grade being lowered by one letter grade. This class meets once a week and has online components, both which are required. An absence on a presentation due-date will result in a 0% for that assignment unless there are extenuating circumstances.

**ASSIGNMENT POLICY**

All assignments must be submitted on time to receive full credit. Any late assignment submitted will have an automatic two point deduction in grade per day or not accepted per the instructor's decision. Note: Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student. This means you must meet with the instructor to discuss the situation and provide documentation. If you are having technology difficulties, email the assignment to yourself and print in the library. Paper copies and/or Canvas copies of assignments are necessary to receive a grade.

**CLASS PARTICIPATION**

Participation in class discussions is expected. Elements of appropriate participation include evidence of critical thinking, clarity in identification of the issues, understanding of the problems and ability to propose and evaluate solutions. It is expected that discussions in class will reflect the required readings. All participants are expected to welcome open expression of opinions, attitudes and beliefs.

**EXPECTED QUALITY OF WORK**

1. Papers: please use TNR 12 pt font and follow APA citation style (<http://owl.english.purdue.edu/owl/resource/560/01/>)

2. Proofread paper for grammatical, mechanical, and spelling errors

3. Both content and quality of the student's work for all assignments will be considered. Quality of writing includes clarity of expression, appropriate use of references, and correct grammar, spelling, and punctuation.

#### CELL PHONES & LAPTOPS

Please refrain from laptop and cell phone use during class unless the instructor has requested that they be used. In the case of an emergency, please step into hall to conduct personal business.

#### RESPONSIBILITY

As a graduate student, you are expected to maintain a high level of responsibility. Therefore, you must be responsible for verifying dates, expectations, and quality of work. If there is something you don't understand, please ask. Assigned readings and tasks should be completed before class for discussion, reflection and evaluation.

#### E-MAIL

If you have questions or need to send a document for review, please send through my TAMUCT account [j.casey@tamuct.edu](mailto:j.casey@tamuct.edu).

Print Full Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_