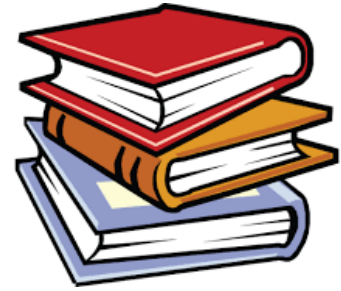


## Face-to-Face READ 3335 Content Area Reading

Fall 2021

Texas A&M University - Central Texas



### Mode of instruction and course access:

*This course is a blended course that meets 40% online, with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System* [<https://tamuct.instructure.com/>]. See course calendar for dates.

### 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](mailto:laker12@tamuct.edu)

### Office Hours:

By appointment.

### 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.

### 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://www.tamuct.edu/police/911cellular.html) [<https://www.tamuct.edu/police/911cellular.html>] 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 INFORMATION

#### Course Overview and description: READ 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:**

English Language Arts and Reading EC-6 Standard VI Reading Fluency:

Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

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

Vacca, Vacca, and Mraz (2017). Content area reading: Literacy and learning across the curriculum. Pearson. ISBN: 13:978-0-13-522462-5

Frank, Grossi, and Stanfield (2006). Applications of reading strategies within the classroom: Explanations, models, and teacher templates for content areas in grades 3-12. Pearson. ISBN: 0-205-45603-0

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 CAR 1-6; RS 1,2,3,6. The final exam will be over CAR 7-12; RS 4, 5, 7, 8.

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 Canvas gradebook after completion of course requirements. Papers will be returned on the next class day we meet.

### COURSE OUTLINE AND CALENDAR

#### Complete Course Calendar

RDGK 3335 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
<b>Aug 23</b>	6pm	WH	Introductions, Course Overview, Expectations; Models of Reading	
<b>Aug 25</b>	6pm	WH	Nonfiction genre Reading Continuum/GR	CAR 1; RS 1 <b>YA novel selection</b>
<b>Aug 30 Canvas</b>		Online	New Literacies	CAR 2 <b>Philosophy Paper</b>
<b>Sept 1</b>	6pm	WH	Learning through text & textbooks	CAR 3
<b>Sept 6</b>			HOLIDAY	
<b>Sept 8</b>	6pm	WH	Teaching Nonfiction rdg/writing	CAR 6, 9
<b>Sept 13 Canvas</b>		Online	Anticipatory Activities Module	RS 2
<b>Sept 15</b>	6pm	WH	Nelson-Denny assessment	<b>Nelson-Denny</b>
<b>Sept 20 Canvas</b>		Online	Reflection on non-fiction text	<b>Nelson-Denny Paper</b>
<b>Sept 22</b>	6pm	WH	Connecting content to writing	RS 6
<b>Sept 27 Canvas</b>		Online	Inquiry-Observing and assessing Module	CAR 4, 5
<b>Sept 29</b>	6pm	WH	Inquiry-Observing and assessing	CAR 4, 5
<b>Oct 4 Canvas</b>		Online	Instructional Frames Module	RS 3
<b>Oct 6</b>	6pm	WH	Novel Share	<b>Novel Share</b>
<b>Oct 11 Canvas</b>		Online	Talking to learn- How does student discourse increase comprehension?	RS 5
<b>Oct 13</b>	6pm	WH	Discourse in content areas	RS 5
<b>Oct 18 Canvas</b>		Online	Midterm review	Midterm review
<b>Oct 20</b>	6pm	WH	<i>Midterm Exam</i>	<b>Midterm Exam</b>
<b>Oct 25 Canvas</b>		Online	<i>Literature Circles with CAR Guided reading/writing across</i>	CAR 7, 9
<b>Oct 27</b>	6pm	WH	<i>Strategy Presentations</i>	CAR 10, 11; RS 7 <b>Strategy lesson</b>

<b>Nov 1 Canvas</b>		Online	<i>Textbook Evaluation- Check out a textbook from the library</i>	<b>Textbook Evaluation</b>
<b>Nov 3</b>	6pm	WH	<i>Textbook Evaluation- Bring a student textbook to class</i>	<b>Textbook Evaluation In-Class</b>
<b>Nov 8 Canvas</b>		Online	Vocabulary, Concept Development, Inquiry Process	CAR 8; RS 4
<b>Nov 10</b>	6pm	WH	Effective Teaching/Integration	CAR 12; RS 8 TEXES Style practice test
<b>Nov 15 Canvas</b>		Online	Trade book assignment	Trade book assignment
<b>Nov 17</b>	6pm	WH	Trade book	<b>Trade book share</b>
<b>Nov 22</b>		Library	<b>Research day</b>	<b>20 internet sites and 20 books</b>
<b>Nov 24</b>			Thanksgiving Break	
<b>Nov 29 Canvas</b>		Online	Strategies notebook	<b>Strategies Notebook Due</b>
<b>Dec 1</b>	6pm	WH	Final Exam study time-stations	<b>Reflections</b>
<b>Dec 6 Canvas</b>		Online	Final review	<b>Final review</b>
<b>Dec 8</b>	6pm	WH	<b>Final Exam</b>	<b>Final Exam</b>

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

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.

### Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the

technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

### **Other Technology Support**

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

24 hours a day, 7 days a week

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.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.*

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

### **Drop Policy**

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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>].

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/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@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 except writing support. Access Tutor.com through Canvas.

### **University Writing Center**

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University—Central Texas (A&M—Central Texas) is a free service open to all A&M—Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 making an appointment via WOnline at <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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

### **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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams 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>].

### **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 Wellness and 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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

## 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, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. 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/bit) website for more information [https://www.tamuct.edu/bit]. 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.

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## 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 if 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

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### What You Can Expect From Me

I am excited to be a part of your journey in becoming an educator. I will work hard to create a safe learning environment to ensure your success! I will model best practices to help you implement them into your classroom. I will be available to you for help along the way. This course will allow you to better understand teaching reading as well as how to integrate the content areas into your classroom.

**I will:**

- Be a resource to you if you need guidance at any time during educational experience.
- Scaffold you through your learning.
- Provide feedback in a timely manner.
- Return e-mails and phone calls usually within 24 hours.
- Take writing, grammar, and spelling into consideration on all assignments.
- Treat each of you with the respect afforded a professional.

**Copyright Notice.**

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