

**ASU College of Education**  
**Department of Teacher Education**  
**RDG 3332.010**  
**Reading in the Content Areas**  
**Spring 2010 MW-4:30-5:45**  
**Carr 128**  
**Course Syllabus**

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**Office Hours:** Carr 116: Wednesday 2:30-3:30 or by appointment

**Required Text:**

Moore, D. W., Moore, S. A., Cunningham, P.M., & Cunningham, J. W. (2006).  
*Developing readers and writers in the content areas K-12*. Boston:  
Pearson/Allyn and Bacon. ISBN 0-205-49474-9

**Course Description:** This course provides an examination of reading and writing processes across the content areas with an emphasis on planning instruction, implementing strategies, and selecting materials for the elementary classroom.

**Course Objectives:** Through class discussions, group and individual activities, written and oral projects, and tests, candidates will:

1. develop basic knowledge and understanding of content area reading.
2. design, develop, and demonstrate a variety of reading, vocabulary and writing activities to stimulate the comprehension and retention of content area concepts.
3. demonstrate familiarity with a variety of reading materials (text and trade books, fiction and nonfiction) and plan for their use in a variety of content areas.
4. develop basic knowledge and understanding of K-8 content area TEKS.
5. design and develop a content area unit of study for grades 3-8 tied to grade level TEKS that demonstrates the integration of reading, writing, listening, speaking and viewing processes.
6. design and develop a scripted lesson selected from the content area unit of study.

## **TEXES Competencies Met by RDG 3332:**

**Standard VII. Reading Comprehension:** Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

The beginning teacher knows and understands:

- 7.2k how to model and teach literal comprehension skills (e.g., identifying stated main idea, details, sequence, and cause-and-effect relationships);
- 7.4k reading comprehension as an active process of constructing meaning;
- 7.6k the role of visualization skills in reading comprehension;
- 7.7k the relationship between extensive reading, vocabulary development, and reading comprehension;
- 7.8k the use of metacognitive skills in reading comprehension;
- 7.10k how to model and teach inferential comprehension skills (e.g., inferring main ideas, comparisons, unstated and stated cause-and-effect relationships; summarizing; making predictions; drawing conclusions; making generalizations);
- 7.11k know to model and teach evaluative comprehension skills (e.g., distinguishing between fact and opinion; detecting faulty reasoning; reacting to a text's content, characters, and use of language);
- 7.13k the importance of vocabulary development through wide reading and experiences, such as interpreting idioms, multiple-meaning words and analogies;
- 7.14k a variety of formal and informal procedures for monitoring students' reading comprehension and instructional practices to meet individual student's needs;
- 7.15k comprehension skills and strategies for understanding and interpreting different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks;
- 7.16k different purposes for reading and associated reading strategies;
- 7.17k how to interpret and evaluate information presented in various formats (e.g., maps, tables, and graphs);
- 7.18k the importance of providing students with direct, explicit instruction in the use of comprehension strategies;
- 7.19k a range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, and discussing texts);
- 7.20k the importance of locating the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources;
- 7.22k strategies for helping students comprehend abstract content and ideas in written materials (e.g., by using manipulatives, examples, and diagrams);
- 7.23k the reading comprehension needs of students with different needs (e.g., English Language Learners and students with disabilities) and how to provide instruction for those students;

The beginning teacher is able to:

- 7.3s guide students in developing and using metacognitive skills;
- 7.4s model strategies for improving reading comprehension such as previewing texts, self-monitoring, and retelling;
- 7.6s guide students to generate questions and apply research about topics introduced in reading selections, both fiction and nonfiction;
- 7.8s use instructional strategies that help increase students' reading vocabulary;
- 7.10s provide instruction in how to use graphics (e.g., tables, charts, and signs) and other informational texts and technologies (e.g., the Internet) to acquire information;
- 7.13s provide instruction in comprehension skills that support students' transition from "learning to read" to "reading to learn," (e.g., recognizing different types and functions of texts and matching comprehension strategies to the type of text) and teach students how to locate, retrieve, and retain information from a range of content-area and expository texts;

**Standard XI. Research and Inquiry Skills:** Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

The beginning teacher knows and understands:

11.1k study and inquiry skills and their significance for student learning and achievement (e.g., using text organizers; taking notes; outlining; drawing conclusions; applying test-taking strategies; previewing; setting purposes for reading; locating, organizing, evaluating, and communicating information; summarizing information; using multiple sources of information; and interpreting and using graphic sources of information);

11.2k instructional practices that promote students' acquisition and use of study and inquiry skills across the curriculum;

11.4k how to use accepted formats for writing research, which includes documenting resources.

The beginning teacher is able to:

11.2s respond to students' needs by providing direct, explicit instruction to promote the acquisition and use of study and inquiry skills;

11.3s provide students with varied and meaningful opportunities to learn and use study and inquiry skills and to recognize the importance of using these skills to enhance achievement across the curriculum;

11.6s provide students with opportunities to use accepted formats for writing research, including the documentation of resources.

**Standard XII. Viewing and Representing:** Teachers understand how to interpret, analyze, evaluate, and produce.

The beginning teacher knows and understands:

12.5k instructional practices that promote students' ability to interpret, analyze, evaluate, and produce visual images, messages, and meanings;

12.7k how to distinguish between denotative and connotative meanings; and

12.8k word origins and the understanding of historical influences on English wording meanings.

The beginning teacher is able to:

12.5s use various instructional techniques to help students understand and distinguish between denotative and connotative meanings;

12.6s provide students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations, and to use media to compare ideas and points of view;

12.7s teach students how to select, organize, and produce visuals to complement and extend meanings;

## **Course Requirements:**

### **1. Attendance and Preparation Policies**

Attendance at, preparation for, and participation in each class are mandatory. Course content is presented through demonstration and practice with frequent student debriefing. Homework assignments are designed to require a **minimum** of two hours outside of class for each class hour.

Students will not be penalized for **three** absences when assignments have not been missed; however, **three grade points will be docked from final class averages for every absence beyond three**. Student attendance is of key importance since much learning comes from interaction with peers.

Exams should be taken and projects and assignments should be turned in on the due date. Assignments are due at the beginning of class. Late work is accepted but is automatically penalized 10%. **All late work must be submitted within two weeks of the original due date**. Assignments (but not exams) may be resubmitted when a score of below 70% is received. **No late or resubmitted**

***work will be accepted after May 3.*** The highest grade given for late and resubmitted work is 90%.

## **2. In-Class Activities - 50 pts**

Candidates will participate in and create a variety of group and individual activities to encourage reading comprehension before, during, and after reading. These activities include a group TEKS presentation (10 pts), a paired Scavenger Hunt (20 pts), a Textbook Search and Find (10 pts) and additional activities with comprehension and vocabulary writing activities (5 pts each).

## **3. Content Literature Component - 200 points**

Candidates are expected to read children's and young adult books relating to social studies (10), science (10), math (10), the fine arts (10), and English/language arts (10) at various reading levels (EC-8). Students will create an annotated bibliography in APA format for each of the content areas (30 pts each). Students will use their bibliographies in class literature discussion groups where they will share the books they read in each content area. Students will evaluate the performance of their peers in each of the discussion groups (10 pts each). **Discussion Group Meetings: February 10; March 1; March 31; April 26; May 5.**

## **4. Textbook Evaluation - 50 pts**

Students will complete an in-depth examination of a content area textbook (science, social studies, or math) used in Texas schools in grades 3-8. This examination will include textual features, organizational patterns, readability formulas and checklists, and comparability to the required TEKS for that grade level and content area. Students will be expected to evaluate the instructional value of the text and plan for its use in instruction. **Due: February 22**

## **5. Content Area Unit Plan - 100 pts**

Each candidate will prepare an interdisciplinary unit plan over a topic that is commonly taught in grades 3-8 in math, science, or social studies. The unit plan must be a minimum of **15 days** in length and must include the following elements: a cover sheet, an overview, a list of knowledge and skill outcomes tied to the TEKS, a content outline, an explanation of unit activities, a unit calendar, an explanation of assessment activities tied to unit outcomes, an annotated bibliography of 10 trade books and 5 web sites to enhance and extend the unit, and a reference list of information sources used to create the unit. **Due: April 14**

## **6. Scripted Lesson - 50 pts**

From the Content Area Unit, students will select a single lesson idea to develop into a fully actualized completely scripted lesson. Completely scripted means that every word spoken by the teacher and the students must be anticipated and recorded. The scripted lesson plan must include the following elements: a list of lesson outcomes tied to TEKS; a list of materials; an introduction, demonstration/lecture/inquiry, guided practice, and closure; methods for

checking for understanding; and two or more ways to differentiate instruction for various groups in the classroom. The scripted lesson must deal with reading text (textbook, trade book, internet, graphic material, etc.) of some sort and must apply the use of a reading strategy/activity to help students master the content. **Due: May 3**

#### **6. Exams - 250 pts**

Four exams are planned throughout the course of the semester. The first three exams are worth 50 points each and cover material from a particular instructional period. These exams will take multiple formats, including multiple choice, matching, fill in the blank, listing, identification, application, and short essay. The final exam will have a comprehensive, multiple-choice format and is worth 100 points. **Exam 1-February 17; Exam 2-March 8; Exam 3-April 19; Final Exam-TBA**

#### **Grading Scale:**

Total points = 700

630 - 700 = A (90-100%)

560 - 629 = B (80-89%)

490 - 559 = C (70-79%)

420 - 489 = D (60-69%)

0 - 419 = F (59-0%)

**The instructor reserves the right to alter course requirements to better meet the learning needs and maturity levels of the preservice teachers.**

**Persons Seeking Accommodations:** Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.

**Academic Honesty:** Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

Disciplinary actions concerning academic honesty will follow the ASU Student Handbook Section 5.3 on Academic Honesty. Especially note Section 5.312 regarding plagiarism.

**College of Education Electronic Communication Devices Policy:** Cell phones and other electronic communication devices are to be turned off during class time.

**All e-mail communications will take place through ASU e-mail accounts. Please check your ASU e-mail on a regular basis.**

Tentative Calendar for Spring 2010/Reading 3332

Class Meeting Dates	Subject Matter to be Covered	Your Assignments
Jan. 20	Introduction to Reading 3332; Syllabus for Spring 2010; Textbook Introduction	Read Preface and pp. 1-17 Chapter 1 Read pp. 314-326 Chapter 13 Copy and bring to class Powerpoint #1 Begin reading Social Studies Books (10)
Jan. 25	Chapter 1 Powerpoint/Discussion NCLB;TEKS	NCLB Assignment Find TEKS on TEA website- become familiar with website Print TEKS (grade/subject to be assigned in class) TEKS Assignment Read pp. 62-77 Chapter 4 Copy and bring to class Powerpoint #2
Jan. 27	TEKS group work and presentations Chapter 4 Powerpoint/Discussion	Read pp. 78-89 Chapter 4
Feb. 1	Chapter 4 Powerpoint/Discussion Scavenger Hunt Assignment	Scavenger Hunt Assignment
Feb. 3	Scavenger Hunt Assignment	Scavenger Hunt Assignment
Feb. 8	Scavenger Hunt Presentations	Social Studies Bibliography and Literature Discussions
Feb. 10	Social Studies Bibliography and Literature Discussions <b>DUE</b>	Social Studies Peer Evaluations
Feb. 15	Review Chapters 1 and 4 Textbook Evaluation Assignment Social Studies Peer Evaluations <b>DUE</b>	Read Science Books (10) Study for EXAM #1 Textbook Evaluations Read pp. 20-33 Chapter 2 Copy and bring to class Powerpoint # 3
Feb. 17	EXAM #1 Chapter 2 Powerpoint/Discussion	Bring college-level textbook to class
Feb. 22	Textbook Evaluations <b>DUE</b> Chapter 2 Powerpoint/Discussion Textbook Search and Find	Textbook Search and Find
Feb. 24	Textbook Search and Find <b>DUE</b>	Science Bibliography and Literature Discussions
Mar. 1	Science Bibliography and Literature Discussions <b>DUE</b>	Science Peer Evaluations
Mar. 3	Science Peer Evaluations/Review	Study for EXAM #2

## Tentative Calendar for Spring 2010/Reading 3332

Mar. 8	EXAM #2 Begin Content Area Unit Plan	Decide on choice of grade/subj. Read Math Books (10)
Mar. 10	ASU Library-work on Content	
<b>March 15-19</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
Mar. 22	ASU Library – work on Content	
Mar. 24	ASU Library – work on Content	Read pp. 95-116 Chapter 5 Read pp. 215-217 Chapter 8 Copy and bring to class Powerpoint #4
Mar. 29	Chapter 5 Powerpoint/Discussion	Math Bibliography and Literature Discussions
Mar. 31	Math Bibliography and Literature Discussions <b>DUE</b>	Math Peer Evaluations
Apr. 2	<b>HOLIDAY</b>	
Apr. 5	Math Peer Evaluations <b>DUE</b> Good Readers/Poor Readers	Read Fine Arts Books (10)
Apr. 7	Before/During/After Reading	
Apr. 12	Before/During/After Reading	Content Area Unit Plan
Apr. 14	Content Area Unit Plan <b>DUE</b> Review for EXAM #3	Study for EXAM #3
Apr. 19	EXAM #3 Begin work on Scripted Lesson	Scripted Lesson
Apr. 21	Scripted Lesson	Prepare Fine Arts Bibliography and Literature Discussion
Apr. 26	Fine Arts Bibliography and Literature Discussion <b>DUE</b>	Fine Arts Peer Evaluations Read pp. 134-140 Chapter 6 Read pp. 147-158 Chapter 6 Copy and bring to class Powerpoint #5
Apr. 28	Fine Arts Peer Evaluations <b>Due</b> Chapter 6 Powerpoint/Discussion	Read English/Language Arts Books (10) Scripted Lesson
May 3	Scripted Lesson <b>DUE</b> Vocabulary – Chapter 6	ELA Bibliography and Literature Discussions
May 5	ELA Bibliography and Literature Discussions <b>DUE</b> Review for FINAL EXAM	Study for FINAL EXAM
<b>May 10-14 FINAL EXAM WEEK</b>	<b>TBA for MW Class...</b>	