ASU College of Education
Department of Teacher Education
RDG 3332.020—Reading in the Content Areas
Fall, 2009—TR 2:00-3:15—Carr 128
Course Syllabus

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Office Hours: M&W 12-1, 3-4; T&R 10-11, 3:30-4:30; F 11-12; and by appointment. No Office Hours will be held on Friday 9/4, 9/25, 10/16, 11/6, and 12/4.

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

My Beliefs about Learning: Learning is an active, personal process, carried out in collaboration with others. Learners must take risks and support others in their learning explorations. Learning occurs when students make connections to their previous experiences. Choice allows students to connect to their personal experiences and to feel ownership in the learning process. Learning is reflective as well as active. In the classroom environment, everyone—including the teacher—is a learner.

Course Description: 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 discussion, group and individual activities, written and oral projects, and tests, students will:

1. Develop basic knowledge and understanding of content area reading, writing, speaking, listening, and viewing processes.

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.

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 the last regular class day (Dec 3)*. The highest grade given for late and resubmitted work is 90%.

2. In-Class Activities – 50 pts
Students will participate in and create a variety of group and individual activities to encourage reading comprehension before, during, and after reading. These activities include the group TEKS presentation (10 pts), the paired Scavenger Hunt (20pts), and practice with comprehension, vocabulary, and writing activities (5 pts each).

3. Content Literature Component – 200 points
Students 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 about the books they read in each content area. Students will evaluate the performance of their peers in each of the discussion groups (5 pts each) and will be evaluated by the instructor on the quality of their peer evaluations (5 pts each).   **Discussion Group Meetings: Sept 22, Oct 6, Oct 20, Nov 3, & Nov 17**

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: Sep 29**

5. Content Area Unit Plan – 100 pts
Each student 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: Oct 29**

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: Nov 24**

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 – Sept 24; Exam 2 – Oct 22; Exam 3 – Nov 19; Final Exam – Dec 8, 1-3 PM**

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
Fall, 2009

Date	Topic	Assignment
CM 1 Aug 25	Introduction to Class Why Content Area Literacy?	MMCC Ch. 1, pp. 1-6
CM 2 Aug 27	Thinking as a Foundation Academic Identities The TEKS	MMCC Ch. 1, pp. 7-17 TEKS Assignment
CM 3 Sep 1	TEKS Group Work TEKS Presentation	
CM 4 Sep 3	Reading Levels Reading Materials Scavenger Hunt Assignment	MMCC Ch. 4, pp. 62-74 Materials Scavenger Hunt Bring college textbook to class
CM 5 Sep 8	The Textbook Text Features & Organization	MMCC Ch. 4, pp. 75-77
CM 6 Sep 10	Scavenger Hunt Presentations Content Literature Assignment	Read Social Studies books (10)
CM 7 Sep 15	Evaluating Textbooks Readability Formulas	
CM 8 Sep 17	Textbk Evaluation Assignment & Worksession	Prepare SS bibliography
CM 9 Sep 22	**Social Studies Lit Discussion** Review for Ex 1	SS Peer Evaluations Study for Ex 1 Read Science books (10)
CM 10 Sep 24	**Due: SS Peer Evaluations** **Exam 1**	Textbook Evaluation
CM 11 Sep 29	**Due: Textbook Evaluation** Literacy Instruction	MMCC Ch. 2, pp. 25-33; Ch. 11, pp. 282-295 divided
CM 12 Oct 1	Instructional Units	Prepare Science bibliography
CM 13 Oct 6	**Science Lit Discussion** Assessment & Evaluation Exhibits & Products	Science Peer Evaluations MMCC Ch. 4, pp. 78-89 Read Math books (10)
CM 14 Oct 8	**Due: Sci Peer Evaluations** Comprehension Systems—KWL; DRTA; Reciprocal Teaching; SQ3R	MMCC Ch. 5, pp. 99-107; Ch. 8, pp. 215-217
CM 15 Oct 13	Before/During/After Reading	MMCC Ch. 5, pp.107-114
CM 16 Oct 15	Before/During/After Reading	Prepare Math bibliography

CM 17 Oct 20	**Math Lit Discussion** Strategy Instruction	Math Peer Evaluations MMCC Ch. 5, pp.114-116; Ch. 8, pp.221-224 Study for Exam 2 Read Fine Arts books (10)
CM 18 Oct 22	**Due: Math Peer Evaluations** **Exam 2**	
CM 19 Oct 27	Vocabulary	MMCC Ch. 6, pp.134-153
Oct 29	**Last Day to Withdraw**	
CM 20 Oct 29	**Due: Instructional Unit Plans** Lesson Plans	Prepare Fine Arts bibliography
CM 21 Nov 3	**Fine Arts Lit Discussion** Vocabulary	Fine Arts Peer Evaluations MMCC Ch. 6, pp. 153-169 Read Language Arts books (10)
CM 22 Nov 5	**Due: F A Peer Evaluations** Vocabulary	
CM 23 Nov 10	Writing & Rubrics	MMCC Ch. 7, pp. 171-186 Writing Assignment & Rubric
CM 24 Nov 12	Writing Strategies	MMCC Ch. 7, pp. 186-207 Prepare LA bibliography
CM 25 Nov 17	**Language Arts Lit Discussion** **Due: Writing Assgn & Rubric** Studying	LA Peer Evaluations MMCC Ch. 8, pp. 209-215; 217-221 Study for Exam 3
CM 26 Nov 19	**Due: LA Peer Evaluations** **Exam 3**	Scripted Lesson Plan
CM 27 Nov 24	**Due: Scripted Lesson** Studying	MMCC Ch. 8, pp. 225-242
Nov 26	**Thanksgiving Holiday**	
CM 28 Dec 1	Student Inquiry	MMCC Ch. 9, pp. 244-263
CM 29 Dec 3	Differentiating Instruction	MMCC Ch. 10, pp. 266-279
Dec 8 1-3 PM	**Final Exam**	**Enjoy your winter holiday!!**

Please read, sign, and return the permission slip below if you agree to the use of your work.

I, _____, give Dr. Ann Bullion-Mears
                    (print full name)
permission to use my work developed in RDG 3332 during Fall, 2009 in research articles and presentations and as examples in class to help other students perform assignments. I understand that when my work is used as an in-class example that my name will be deleted; however, if the work is used in a professional presentation or article, my name will be displayed and I will receive full credit for my creative efforts.

Signature _____ Date _____