

**ASU College of Education**  
**Department of Teacher Education**  
**RDG 3339-Reading in the Middle School**  
**Classroom**  
**Spring, 2009-MW 1:30-2:45-Carr 128**  
**Course Syllabus**

**Instructor:** Dr. Ann Bullion-Mears; Carr 114; (325) 942-2052, ext. 254; e-mail [ann.bullion-mears@angelo.edu](mailto:ann.bullion-mears@angelo.edu)

**Office Hours:** M-R 10-11; M&W 3-4; T&R 3:30-4:30; F 10-12; and by appointment

**Required Text:**

Galda, L., & Graves, M. F. (2007). *Reading and responding in the middle grades: Approaches for all classrooms*. Boston: Pearson/Allyn & Bacon. ISBN 0-205-49122-7

**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:** Examines reading and writing processes, the development of reading and writing abilities and skills, theories and models of reading, assessment, remedial strategies, planning, and materials for the 4-8 literacy learning environment.

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

1. Develop basic knowledge and understanding of middle school students cognitively, socially, physically, emotionally, psychologically, and as literacy learners.
2. Develop basic knowledge and understanding of theories related to learning, motivation, engagement, and multiple intelligences.
3. Develop basic knowledge and understanding of comprehension, motivational, vocabulary, higher order thinking, and study strategies.

4. Design and develop a three week unit plan including daily lesson plans and formative and summative assessments.
5. Participate in a variety of listening, speaking, writing, viewing, and representing activities to stimulate professional competence.
6. Develop an understanding of the various instructional materials available to motivate and engage middle school students.

#### **ELAR 4-8 TExES Competencies Met by RDG 3339:**

##### ***Standard II. Foundations of Reading: Teachers of students in grades 4–8 understand the foundations of reading and early literacy development.***

The beginning teacher knows and understands:

2.6k a wide range of literature and other texts appropriate for students; 2.7k the importance of modeling and encouraging reading for pleasure and lifelong learning; 2.8k the difference between guided and independent practice in reading; 2.9k the importance of reading as a skill in all content areas;

The beginning teacher is able to:

2.3s select and use instructional materials that build on students' current language skills to promote development from emergent literacy to conventional literacy; 2.4s provide multiple opportunities for students to listen to and respond to a wide variety of children's and young people's literature, both fiction and nonfiction, and to recognize characteristics of various types of narrative and expository texts; 2.5s engage students in varied reading experiences and encourage students to interact with others about their reading; 2.6s provide students with frequent opportunities for guided and independent practice in reading; 2.7s model and encourage reading for pleasure and lifelong learning; 2.9s teach students strategies for selecting their own books for independent reading; 2.10s select and use a variety of materials to teach students about authors and different purposes for writing;

##### ***Standard III. Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.***

The beginning teacher knows and understands:

3.2k the importance of word analysis skills and reading fluency for reading comprehension; 3.8k how students develop reading fluency and that fluency involves rate, accuracy, and intonation; 3.9k instructional strategies and practices for promoting students' word analysis skills and reading fluency;

The beginning teacher is able to:

3.5s provide instruction in how to use structural cues to recognize compound words, base words, and inflections (e.g., prefixes, suffixes); 3.6s teach students to use knowledge of word order (English syntax) and context to support word identification and confirm word meaning;

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

The beginning teacher knows and understands:

4.1k the continuum of reading comprehension skills and grade-level expectations for these skills; 4.2k reading comprehension as an active process of constructing meaning; 4.3k factors affecting students' reading comprehension, such as oral language development, word analysis skills, prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts (e.g., structure, vocabulary); 4.5k the relationship between extensive reading, vocabulary development, and reading comprehension; 4.6k the use of metacognitive skills in reading comprehension; 4.14k the importance of providing students with direct, explicit instruction in the use of comprehension strategies; 4.15k 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, discussing texts); 4.16k the importance of locating the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources; 4.17k literary response and analysis and ways to promote students' development of literary response and analysis; 4.19k the reading comprehension needs of students with different needs (e.g., English Language Learners, students with disabilities) and how to provide instruction for those students;

The beginning teacher is able to:

4.2s use a variety of instructional strategies to enhance students' reading comprehension, including helping students link the content of texts to their lives and connect related ideas across different texts; 4.3s use students' prior knowledge to promote reading comprehension; 4.4s model and provide direct, explicit instruction in the use of strategies for improving reading comprehension (e.g., using word analysis skills, previewing texts, self-monitoring, visualizing, retelling); 4.6s promote students' development and use of metacognitive skills to enhance reading comprehension; 4.7s use various communication modes (e.g., written, oral) to promote students' reading comprehension; 4.10s provide time for students to engage in extended reading of a wide range of materials, including expository texts and various literary genres; 4.11s use instructional strategies that help students increase their reading vocabulary; 4.14s provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals, discussions), including relating prior knowledge to literary texts; 4.16s 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, matching comprehension strategies to different types of text and different purposes for reading); 4.18s teach students how to locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources;

**Standard VI. Study 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:

6.1k 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; interpreting and using graphic sources of information); 6.2k instructional practices that promote students' acquisition and use of study and inquiry skills across the curriculum;

The beginning teacher is able to:

6.2s respond to students' needs by providing direct, explicit instruction to promote the acquisition and use of study and inquiry skills; 6.3s 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 their achievement across the curriculum;

## **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.

Candidates 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*. Candidate 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 (May 7).*** The highest grade given for late and resubmitted work is 90%.

2. Adolescent Development Book Project - 100 pts

From the juvenile fiction books available in class, candidates will select one about a child between the ages of 9-14. Read the book or listen to an unabridged audio book version. Viewing a movie version does ***not*** substitute for reading the book. Candidates will then write a paper discussing the plot of the book and how the main character compares with the information given in class about the physical, cognitive, social, emotional, and literacy development of young adolescents. Students will also participate in an Author/Character Brunch.

3. Extension Activities - 50 pts

Candidates will participate in a variety of experiences that will extend the textbook material. These activities will be started in class but may require some time outside of class to complete. Each of these assignments will generally be worth 5-10 points.

4. Scaffolded Reading Experience - 50 pts

Candidates will select a topic and locate a text or trade book selection that examines the topic. Candidates will then create complete lesson(s) that address all parts of the SRE (purpose, selection, students, and activities for prereading, during reading, and postreading). After the instructor grades and the candidate revises, the SRE can become part of the required middle grades unit of study.

5. Middle Grades Unit of Study - 150 pts

Candidates are expected to create a unit plan of three weeks in length, containing 15 individual lesson plans. The content of the unit may be math, science, social studies, literature, or language arts. The unit plan includes cover sheet, overview, outcomes, calendar, lesson plan, assessment procedures, and a reference list. The lesson plan format will be based off the SRE and will be explained in class.

6. Exams - 250 pts

Four exams are planned during the semester. Three of these exams will be worth 50 points each and will cover new material. 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.

**Grading Scale:**

Total points = 600

540 - 600 = A (90-100%)

480 - 539 = B (80-89%)

420 - 479 = C (70-79%)

360 - 419 = D (60-69%)

359 - 0 = 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.**