

Reading in Secondary School Content Areas

RDG 4320
Spring 2012
Angelo State University
Online Course

Instructor: Dr. Amy Williamson
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Office Hours: Tuesday 1-4, Wednesday 9-11, Thursday 9-11, Friday E-hours 9 a.m.-noon

**E-hours indicate times that I may not be in my office but will check e-mail.*

Course Description:

A study of reading skills, learning and study and higher level thinking skills development in the content areas. Includes determining readability of curriculum materials, adapting learning experiences, planning curriculum to accommodate student diversity in reading ability, and assessing student learning.

Course Objectives:

By the end of the semester, the student will:

- a. Evaluate and reflect on the readability and credibility of information sources in content areas.
- b. Develop and implement interactive pre reading, during reading, and after reading activities appropriate for content area instruction.
- c. Address learning styles and multiple intelligences of middle and high school students.
- d. Identify and apply TAKS reading skills in the pre-service teacher's major content areas through the development of a learner centered activity.
- e. Identify and apply graphic organizers to teach vocabulary and develop activities to teach vocabulary.
- f. Develop and implement interactive writing activities appropriate for content area instruction.
- g. Incorporate technology in the development of interactive activities into content area lessons.
- h. Identify and apply procedures to assess student learning.

- i. Fifteen hours of classroom observations in a school setting. Observe classroom activities, actively participate in appropriate field work activities, and reflect on experiences.
- j. Accumulate and organize developed teaching materials.

Textbook and Required Materials:

1. Allen, J. (2004). *Tools for Teaching Content Literacy*. Stenhouse Publishers.
2. Allen, J. (2008). *More Tools for Teaching Content Literacy*. Stenhouse Publishers.
3. Access to websites as discussed in class; access to Blackboard. It is the student's responsibility to become familiar with Blackboard and its course components. You must check Course Announcements at least twice each week.
4. Most documents for this course will be in Word format. However, in some cases Adobe Reader will be required. If you do not have this software on your computer, you may download it (free) at www.adobe.com.
5. Access to Rampart email. This must be checked at least three times per week.
6. Windows Real Player and Quicktime software, downloaded onto your computer for required videos.
7. Sites and resources found in External Links on Blackboard for this course.

Expectations:

Candidates are responsible for getting work in on time. **All assignments due on Blackboard must be submitted by midnight each Sunday.** All assignments must be submitted in Microsoft Word, 12 points, Times New Roman, double spaced. Minimal headers should exist on submitted papers. Please be sure all work is saved more than once, as it is not the teacher's responsibility if technology issues suddenly occur. **No late work or email submissions will be accepted.**

As teachers are expected to represent professionalism and model learning, all documents must be adequately proofread for grammar, spelling, formatting, and punctuation errors. The ASU Writing Center is available to assist you in this area if needed. Points will be deducted for inaccuracies. In addition, all work is expected to follow the guidelines of the APA Manual, 6th edition. A positive attitude, adherence to professional dispositions (found in Course Documents), effort and preparation are equally important in this course and in the profession you are preparing to join.

Active participation in all assignments are key to the success of this course. Online courses require time management, initiative, research, and a lot of effort on the part of the student. Students must complete all course work to effectively complete the course.

While the instructor recognizes that last minute questions are sure to arise, it is the student's responsibility to plan in advance and to ask questions as needed in a timely manner. Please allow 48 hours for email responses and up to 10 days for assignment grading.

Due to privacy issues, only ASU email can be utilized when communicating with the instructor.

This course, as part of a state issued teaching certificate mandate, requires **fifteen hours** of field experience. You will receive instructions on your placement in this course. Observations of 50-55 minute class periods cannot be rounded up to equal an hour's time. Instructions on completing these ten hours and what must be submitted will be provided to you by your instructor.

Discussion board responses must be posted to the discussion board. All other assignments must be submitted through the Assignment tab in Blackboard (not through Digital Dropbox). To do so, click on "Assignments" in the left tab for the course home page. Then, click on the assignment title of the assignment you would like to submit. Type any notes you have in the text box, and attach your file (just as you would for an email), then submit. To ensure your assignment has been received, check your grades. In the appropriate assignment column, there should be a code indicating your submission has been successful (usually an exclamation point). Emailed assignments are not accepted.

All work for this course must indicate reflection, insight, and the required reading and course assignments. Any required discussion board posts must be posted by Wednesday of each week to allow for student responses. Initial posts not made by then will receive a deduction in points. Please see the discussion board etiquette below.

1. The instructor will clearly state a prompt or topic for discussion.
2. For each discussion, a deadline will be provided for posts.
3. Participation is required.
4. Posts are expected to be on time.
5. The tone of posts should always be courteous, respectful, insightful, and encouraging.
6. Examples, connections with personal experience, and alternative viewpoints are welcome.
7. Posts must adhere to topic or prompt assigned.
8. Students are not expected to only post their own thoughts, but also respond to the thoughts of their classmates.

Honor Code:

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.

Please note if your field experience documentation, or any other course assignments for this course, are falsified, you will receive an automatic F for this course. In addition, completing **any less than fifteen hours of the field observation component will result in an Incomplete for the course.**

TEXES Competencies Covered in this Course:

Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 009: The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

Persons Seeking Accommodations:

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office in order to request such accommodations. You are encouraged to make this request early in the semester, and no accommodations may be implemented without such a request.

Evaluation:

Discussion Boards (5@20)	100	
Reading Autobiography	75	
Video Reflections (2 @ 25)	50	
Quizzes (2 @ 50)	100	
Article Critique	75	
Midterm	150	
Blog	75	
Field Work	200	*see notes above
Content Unit Presentation	175	

1000 potential points

900-1000= **A** 800-899=**B** 700-799=**C** 600-699- **D** 599 or below= **F**

Class Participation can include participation in any activities aligned with this course that have been assigned to you during the course.

Required Meetings:

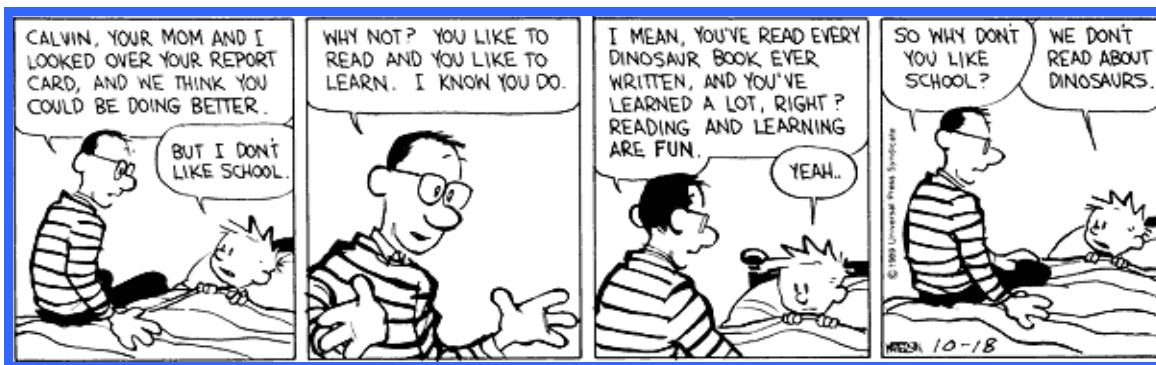
January 19th, Carr 101, 5-6:30 p.m.

April 2 Education Symposium, CJC 6-8 p.m. Details TBA.

*Extra Credit:

1) Attendance of the ASU Literacy Conference on February 4th. Registration due January 20th. A write up must be submitted to me via email by February 8th.

2) Attendance of Speakers Night, 5:30-8 p.m., May 1st. Details TBA.



Course Agenda

This agenda is subject to change as needed.

Note that each of the required assignments has a preface of activities that must be completed, as well. Allow a minimum of four hours per week to complete weekly course requirements. This does not include field observation hours.

Date	Assignment Due
January 22 nd	Reading Autobiography, Expectations Post Review certification requirements, APA expectations, and syllabus *Also, complete survey link (received by email)
January 29 th	Discussion Board #1 *Start blog assignment
February 5 th	Video Reflections (Set 1); Begin Midterm assignment
February 12 th	Quiz 1
February 19 th	Blog due
February 26 th	Discussion Board #2 (groups)
March 4 th	Midterm *Enjoy Spring Break!
March 25 th	Discussion Board #3
April 1 st	Quiz 2
April 15 th	Article Critique, Discussion Board #4
April 22 nd	Video Reflections (Set 2)
April 29 th	Discussion Board #5, Field Work Due

Skype Download Instructions

I am available on Skype during many of my office hours. If you need to chat, this is an alternate option to an email or office visit. To download Skype (free), follow the directions below:

1. Go to <http://www.skype.com>
2. Click on Download Skype Now.
3. A message should come up that says "You are now downloading Skype."
4. Click "Run" when the pop up download box appears.
5. If you receive a message that says "A program needs your permission to continue," click Continue.
6. Choose your language, then click "I agree- install," on the box that appears.
7. Click "Continue installing Skype."
8. You should receive a message that says "Thank you for installing Skype." Click Finish.
9. Close your browser box.
10. In the box that appears, create your Skype account information. Accept the Terms, hit next, then complete the rest of your account information. Click Sign In.
11. Close the Welcome screen.

To add me as a contact:

1. Once you have logged in, click on +New in the left corner. Click on New Contact.
2. You can search by my name (Amy Williamson) or my username (**amymw3**). Once I have been added as a contact, you can see when I am online and available to chat with you.

Please note: These directions are for a PC, but the process is very similar for a Mac.

*Please note that Skype chat does not take the place of the required Blackboard Chat times for this course.

*15 hours of observations are required PER COURSE. Due dates on the syllabus indicate when this log and your reflection are due to the professor. Both must be turned in for a grade to be obtained, and any deficiency of field experience hours will result in an Incomplete for the course.

Reflection, Spring 2012 Field Experience

Due April 29th. When submitting these documents, your log with original signatures must be scanned in and saved in PDF or Word. Your reflection must be submitted in Microsoft Word. Both should be submitted in Blackboard. If you are unsure of how to scan in your log and save as a PDF, you should plan to receive assistance **at least three days** prior to the due date in the library computer lab.

Note: A log and reflection must be turned in for EACH course in which you are enrolled for field experience is required. Each course (RDG 4320, ED 4321, and ED 4322) will require different components during your field experience. In addition, 15 hours are required for EACH class. Therefore, the same write up and the same hours will not count for all courses.

Any falsification of documents will result in an automatic failure of this course. Confirmation of hours earned will be determined by contacting field experience teachers if needed.

To complete the reflection portion of this assignment, the student will (during observations):

1. Observe the classroom environment, including student interaction, teaching practices, and student population to answer the questions that follow.
2. Make notes regarding students who seem to struggle with reading, writing, or vocabulary based on your observations and class interactions. Use your "If a Student" chart (in Course Documents) as a key in determining what strategies would help this/these student (s).
3. Be assigned a student to work with individually for a minimum of four thirty minute sessions on reading, vocabulary, or writing difficulties. On the first day, you will provide some type of informal assessment (in addition to any notes your teacher may give you), find out the students' learning style (s), and have an activity planned that can assist them with the lesson/assignment that has been given to them by the lead teacher. The three subsequent sessions will be planned by you and should include discussion between the two of you, 1-2 strategies from this course, and an informal assessment. It is unacceptable for you to meet with your student unprepared.
4. Plan and teach the use of two separate strategies (each on a different day) to a small group or to the whole class as a means of supplementing a lesson or unit that is being taught. These strategies must fall in one of the following categories: pre-reading, during reading, after reading, vocabulary, or writing.

Your reflection should consist of responses to the following:

1. Write a detailed account of your subjects (students) and the environment in which you observed. Be sure to include information on appearances, interactions, habits, and behaviors.
2. What did you observe working particularly well in this environment? What were particular challenges?

3. How did your observations relate to the issues discussed in this course? In what ways were literacy or reading assessment strategies utilized? (Other issues you can discuss here involve addressing diversity through instruction, the use of technology to enhance the lesson, student motivation, reading confidence, and text readability)
4. Discuss the one-on-one tutoring that took place between you and your assigned student. What were the areas in need of improvement for this particular student? How did you know? What did you do each day to work with this student? How did you plan, and what were the results? What did you do to motivate your student? To address their learning style?
5. Explain the strategies you taught to the class or in a small group, your reason for choosing these strategies, how successful you were at teaching them, and your students' reactions.
6. What did this experience teach you regarding the need for reading and writing in all content areas and regarding your own resources for addressing struggling readers?

Answer the above questions (1-6) in a **minimum of 200 words per question**, based on your observations and classroom involvement during field experience hours this semester. Your responses must be typed (you can type them into this form if you so choose), using the format required for the course (See Syllabus). Each question must be answered thoroughly and insightfully to receive full credit.