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ASU College of Education
Department of Curriculum and Instruction
ED 6309 Teaching Reading in the Content Field
Online Course
Course Syllabus – *Fall A 2012* (August 27th-October 19th)

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Professor/Instructor: Amy Williamson   **Telephone:** (325) 486-6777
Email: amy.williamson@angelo.edu   **Office:** CARR 125
Office Hours: Wednesday 9 a.m.-1 p.m., or by appointment
E-Hours: M, T, R 9 a.m.-noon

Course Description: Focuses upon the teaching of reading skills in the content areas. Comprehension, critical thinking, and study skills are emphasized.

This is an 8-week, online course.

Required Text*:*
Vacca, R.T., Vacca, J.L., & Mraz, M. (2011). *Content area reading: Literacy and learning across the curriculum.* Boston, MA: Pearson. ISBN 978-0-13-703511-3.

Learning Objectives and Outcomes:

By the end of the course, the candidate will:

1. Learn to apply course material (to improve thinking, problem solving, and decisions).
2. Develop specific skills, competencies, and points of view needed by professional educators.
3. Learn how to find and use resources for answering questions or solving problems.
4. Learn to analyze and critically evaluate, ideas, arguments, and points of view.
5. Design, develop, and create a variety of reading, vocabulary, writing, research, and study skills activities to stimulate the comprehension and retention of content area concepts.
6. Participate in discussions that analyze and evaluate the skills and competencies needed by content area teachers.

Methods of Instruction:

Since this course is completely online, the students are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the professor immediately for help since many of the tasks build on one another.

Candidates are responsible for participation in all assigned activities. Individual tasks are expected and will be used to determine the final grade.

Course Requirements:

The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate's capacity for independent study, to familiarize students with past and current research, to train the student in the techniques of research, and to enable the candidate to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

1. **Candidates' Participation:**

   Candidates should participate actively and enthusiastically in all online discussions. Readings and school experiences will prepare candidates for discussions.

   When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, the minimum response will be indicated in your assignment instructions. Additional and frequent responses to peer posts are encouraged to strengthen your shared insights and online learning experiences.

2. **Candidates' Written Work:**
   - Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly vocabulary.
   - Clearly shows a high level of understanding regarding classroom discipline/ the topic of discussion.
   - Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language.
   - Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly (APA) format.
   - Demonstrates appropriate use of respectful person-first language (e.g., "student with dyslexia" rather than "dyslexic student").
   - Demonstrates an overall appearance according to APA format (title, page, 12pt font, 1 inch margin, and double spaced), completeness, and timeliness.

3. **Candidates' Communication**:

   Candidates should maintain open communication with the instructor. Ask questions in a timely manner to provide time for the instructor to respond prior to due date. Candidates are expected to check Blackboard and ASU email on a regular basis, preferably daily. Candidates are expected to complete assignments and meet all deadlines for submission of coursework.

Evaluation:

Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

> A= 90-100%
> B= 80-89%
> C= 70-79%

All activities should be submitted on or before the required due dates. **Late work is not accepted.**

1. Discussion Board Activities – 100 points
Discussion board responses must be posted to the Discussion Board for ED 6309 in BlackBoard (BB). Each activity is worth 25 points; candidates are expected to post an initial thread and then respond to threads of two of their peers. The instructor will state the prompt or topic for discussion. Deadlines will be provided for initial threads and for peer responses. Participation is required. The tone of threads should be courteous, respectful, insightful, and encouraging. Examples, connections with personal experience, and alternative viewpoints are welcome. Posts must adhere to the assigned topic or prompt. No texting language or abbreviations allowed. It would be a good idea to proofread posts before submitting them.

2. Content Area Activities- 200 points
Candidates expected to choose a text in a content area and grade that they expect to teach. The text may be from a textbook or an informational trade book. Candidates are required to submit the selected text to the instructor. As the candidate progresses through the course, s/he will design, develop, and create specific activities to be used in the before, during, and after phases of reading instruction tied to their selected text. These activities may come from the Vacca textbook or other resources. More details provided in Blackboard.

3. Collaborative Strategy Project- 50 points
Collaborative Strategy Project. The Reading Specialist Certification is a K-12 certification, so candidates need experience with all levels of strategies and all types of content area texts. For this assignment, each candidate will locate strategies for a variety of categories (to be provided) at different grade levels (K-2, 3-5, 6-8 or 9-12). These strategies cannot appear in the Vacca textbook; they must be located from journals, books, websites, etc. Candidates are expected to provided a complete citation for each strategy. Candidates will post their project as a presentation (after the due date, given instructions) so it can be download or printed as a resource. Details will be provided in Blackboard.

4. Article Critique- 50 points.
Candidates will reflect on articles provided by the instructor. Details provided in Blackboard.

Communication*:*

Candidates must communicate with all instructors via the ASU e-mail system. Candidates must also access and use Blackboard, Ramport, e-mail and Skype. Candidates must access Blackboard regularly for electronic posting of the syllabus, assignments, announcements, grading information, and instructions.   Candidates contact the ASU Help Desk at 325-942-2911 to learn about Blackboard, how to access and navigate it, or other assistance. This should be done EARLY in the class, preferably before the first class day.

You can expect to receive email responses within 24 hours. Please allow up to 6 days for grading.

Research writing style.

In the Department of Curriculum and Instruction, all candidates should adhere to *American Psychological Association Publication Manual (APA)* when completing written assignments, and when applicable, *in* other electronic or media-style presentations. The *APA Manual* is available at the ASU library, at the bookstore, or on-line at www.apa.org.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Persons Seeking Accommodations:

Persons with disabilities, which may warrant academic accommodations, must contact the Student Life Office, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so appropriate arrangements can be made.
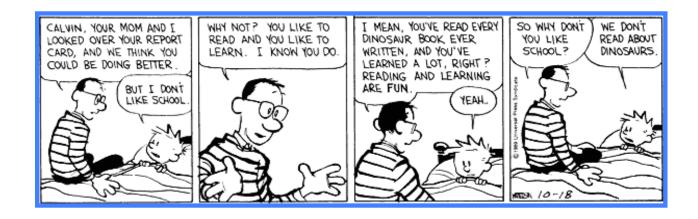
Academic Honesty:

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.

Plagiarism is strictly forbidden, and ASU instructors may utilize Internet search links that assist in identifying plagiarized materials.

Class Schedule

Week	Dates	Topic	Readings	Assignments
1	8/31	Importance of Literacy	Chapter 1	Intro/DB #1
2	9/9	New Literacies	Chapter 2, Articles as Assigned	Article Critique
3	9/16	Culturally Responsive Teaching	Chapter 3	Collaborative Strategy Project, Content Area Book Chosen
4	9/23	Readability and Assessment Using Tradebooks	Chapters 4, 11	DB #2, Posting of Collaborative Project
5	9/30	Planning Instruction	Chapters 5-7	First Two Content Area Activities
6	10/7		Articles as Assigned	DB #3
7	10/14	Reading, Writing, Vocabulary Strategies	Chapters 8-10	Content Area Project
8	10/18		As assigned	Reflection (DB #4)

*Assignments are due each week on Sunday evening (see date listed) at midnight, with the exception of the first and last weeks.

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.