Professor/Instructor: Dr. Charlene Bustos
Telephone: (325) 486-6950
Email: charlene.bustos@angelo.edu
Office: CARR 121

Office Hours: Mon 10:30-11:45 am; 3:30-5:00 pm
Tues 10:30-11:00 am; 3:30-5:00 pm
Wed 10:30-11:45 am; 3:30-4:15 pm
Thurs 10:30-11:00 am; 3:30-5:30 pm
Friday – by appointment

RDG 3332 - Content Area Reading

Day, Time & Location of Course:
3332.010 (Section 1) TR, 2:00-3:15 pm, CARR EFA Rm 191

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.

Methods of Instruction:
Lecture, group interactions, Blackboard.

Materials Required

Materials Needed

Requirements
Candidates are expected to complete all classroom and out-of-classroom assignments in order to successfully complete the course. Candidates are expected to check BLACKBOARD and ASU email on a regular basis each week. Candidates are expected to attend class, complete reading assignments prior to each class period, complete assignments each week, and take tests/exams as scheduled.
Course Requirements
Attendance
Complete reading assignments prior to class
Participate in class activities/discussions
Completion of projects: textbook analysis, group inquiry
Reading Strategies Portfolio

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

COURSE OBJECTIVES:
Gaining factual knowledge (terminology, classifications, methods, trends)
Learning fundamental principles, generalizations, or theories
Learning how to find and use resources for answering questions or solving problems

LEARNING OUTCOMES:
Competencies & Standards

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<th>Goals, Competencies &amp; Standards</th>
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<tr>
<td><strong>ASU Undergraduate Learning Goals</strong></td>
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<tr>
<td>1. Liberal knowledge and skills of inquiry, critical thinking, and synthesis</td>
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<td>2. Core skills</td>
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<td>3. Specialized knowledge</td>
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<td>4. Social responsibility</td>
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<td>5. Cultural Identity</td>
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**INTASC Standards**
Standard #1: Learner Development – a, b, d, e, i
Standard #2: Learning Differences - g, h, j
Standard 3: Learning Environments - o
Standard 4: Content Knowledge - g
Standard #7: Planning for Instruction – a, b, c, g, h, j, n, q
Standard #8: Instructional Strategies - p

**TExES Competencies – EC-6**
DOMAIN I – English Language Arts & Reading:
Standard I: Oral Language – Teachers of young students understand the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
Standard IV: Literacy Development and Practice – Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students’ literacy.
Standard VI: Reading Fluency – Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.
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.
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.

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

**TEExES Competencies – 4th-8th**

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.

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.

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.

Standard VII: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

Angelo State University Undergraduate Learning Goals

TEExES Standards /Competencies http://cms.texas-ets.org/texes/prepmaterials/tests-at-a-glance/

InTASC STANDARDS:
http://www.angelo.edu/content/files/22151intascmodelcoreteachingstandards2011pdf

Assignments See Blackboard for assignment information.
All written assignments, presentations, media presentations, etc. must follow the writing style found in the most current edition (6th) of the American Psychological Association Publication Manual (APA Manual) which is available at the ASU library, at the bookstore, or on-line at www.apa.org.

Reading Assignments: On Blackboard

ASU OP10.04 Academic Regulations Concerning Student Performance
http://www.angelo.edu/opmanual/#s10

Course Evaluation and Grading
Grading includes neatness, organization, creativity, and appropriateness of material to course content. Assignments should reflect your professional best as an educator and will be graded accordingly. Please edit for grammar and punctuation! Assignments are due at the beginning of the class period. Late work is NOT accepted—NO WORK will be accepted after the original due date. Assignments receiving 70% or below may be re-submitted for grading, with 90% as the highest grade possible.
Assignments:

1. **Content Literature Component (100 pts):**
   Candidates are expected to read children’s and adolescent books relating to social studies, science, math, health, the fine arts (art, dance, music), and English/language arts—at various reading levels (EC-8). Students will meet in Discussion Groups to discuss the books read in a specific content area.

2. **Textbook Evaluation (50 pts):**
   Candidates will complete an in-depth examination of a content area textbook used in Texas schools in grades 3-8. This examination will include textual features, organizational patterns, readability formulas and checklists. Students will be expected to evaluate the instructional value of the text and plan for its use in instruction.

3. **Interdisciplinary Content Area Unit Plan and Scripted Lesson (100 pts):**
   Each candidate will prepare an interdisciplinary unit plan over a topic that is commonly taught in grades 3-8 math, science, or social studies. This unit is the culminating course project and is intended to demonstrate student mastery of course content and strategies. The unit plan must be a minimum of 10 days in length and must include text selections from both textbooks and trade books (children’s/adolescent literature). From this plan, the candidate will select ONE lesson to prepare in a totally scripted manner.

4. **Group Project (Inquiry Lesson) 75 pts:**
   Candidates will work in groups of 3 or 4 to research a particular “topic” of their interest (science, social studies, math), then complete the “Critical Attributes of Research TEKs” template. In a “reflective” summary, each group member will indicate what they learned about “teaching research.”

5. **Reading Strategies Portfolio - (100 pts):** According to the strategies covered in RDG 3332, locate and select “favorite activities” where these strategies are used in content areas—2 activities and/or professional article for each strategy.

6. **Exams – (300 points)**
   Three exams are planned throughout the course of the semester. These exams will take multiple formats, including multiple choice, matching, fill in the blank, listing, identification, application, and short essay.

7. **Homework & Discussion Boards:** Variety throughout the semester.
**Attendance Policy**  
Candidates are to adhere to ASU policy OP 10.04 and Unit policy. [http://www.angelo.edu/opmanual/#s10](http://www.angelo.edu/opmanual/#s10)

*Class attendance is a professional responsibility.* Please be on time and plan to stay the entire class period. Attendance will be taken during each class period. There are no “excused” absences in this class as you are allowed two before any loss of attendance points. Each absence after the third absence results in 5 points off of Attendance Points.

**ASU OP10.19 Student Absence for Observance of Religious Holy Day**  
[http://www.angelo.edu/opmanual/#s10](http://www.angelo.edu/opmanual/#s10)

**ASU OP 10.15 Providing Accommodations for Students with Disabilities**  
[http://www.angelo.edu/opmanual/#s10](http://www.angelo.edu/opmanual/#s10)  
Persons seeking accommodations must contact the Student Life Office, Room 112 University Center, 942-2191, 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**  
Candidates are to be familiar with the ASU Student Handbook and the University Honor Code, which includes the “Student Academic Honor Code Statement”  
[www.angelo.edu/forms/pdf/Honor_Code.pdf](http://www.angelo.edu/forms/pdf/Honor_Code.pdf)  
[https://www.angelo.edu/content/files/17358-university-honor-code](https://www.angelo.edu/content/files/17358-university-honor-code)

Candidates are to adhere to ASU policy. 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.

**College of Education Electronic Communication Devices Policy:** Cell phones, pagers, and other electronic communication devices are to be TURNED OFF during class time. IF you need to leave it on due to family emergency situations, please leave on VIBRATE.

**Other Items**  
**Web Sites**  
[www.apa.org](http://www.apa.org)  
American Psychological Association  
[http://blackboard.angelo.edu/](http://blackboard.angelo.edu/)  
Blackboard access at Angelo State University  
[www.tea.state.tx.us](http://www.tea.state.tx.us)  
Texas Education Agency  

[Approved Educator Standards – Texas](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)  

[State Board of Education - Texas Education Agency (TEA)](http://www.tea.state.tx.us) - [http://www.tea.state.tx.us](http://www.tea.state.tx.us)


[TEExES Standards /Competencies](http://cms.texas-ets.org/texes/prepmaterials/tests-at-a-glance/)
Texas Administrative Code SBEC web site link:

Texas Essential Knowledge & Skills (TEKs) -
http://www.tea.state.tx.us/index2.aspx?id=6148

TENTATIVE SCHEDULE

WEEK 1  Introduction to course/syllabus/requirements & expectations/reading genres
Field trip to the University Center (UC), 2nd Floor, Tucker Center/Remnant Trust

WEEK 2  Chapters 1 & 2 – Literacy & Learning/New Literacies
Chapter 11 – Learning with Tradebooks; review TEKs in content areas

WEEK 3  Chapter 3 – Culturally Responsive Teaching in Diverse Classrooms
Chapter 4 – Assessing Students and Texts; text structures
Select topic for integrated unit

WEEK 4  Chapter 6 – Activating Prior Knowledge & Chapter 7 – Guiding Reading
Comprehension; Tradebook/Literature Discussion: Social Studies

WEEK 5  Chapter 7 (continued); Inquiry (group) project;
Tradebook/Literature Discussion: Science

WEEK 6  Chapter 8 – Developing Vocabulary & Concepts;
Tradebook/Literature Discussion: Health.

WEEK 7  WORKDAY (Group);
Tradebook/Literature Discussion: Mathematics.

WEEK 8  Chapter 5 – Planning Instruction for Content Literacy.
Bloom’s Taxonomy; Tradebook/Literature Discussion: Fine Arts/Music.

WEEK 9  Chapter 5 – Planning Instruction for Content Literacy (continued).
Tradebook/Literature Discussion: Fine Arts/Drama (Theater)

WEEK 10  Chapter 9 – Writing Across the Curriculum. Tradebook/Literature Discussion:
English Language Arts/Reading (ELAR)

WEEK 11  Chapter 10 – Studying Text (Writing Summaries & Taking Notes).
Tradebook/Literature Discussion: Fine Arts: Art.

WEEK 12  Presentation of Group Inquiry/Research Projects
Tradebook/Literature Discussion: Physical Education.

WEEK 13  ☺ Thanksgiving – Enjoy & be safe!

WEEK 14  Chapter 12 – Supporting Effective Teaching w/Professional Development &
research/conversations

WEEK 15  Presentations of Integrated Units & review for Final Exam

WEEK 16  FINAL EXAM:  Tues, December 12th: 1:00-3:00 pm