RDG 3339.010 SYLLABUS SPRING 2018

ASU College of Education
Teacher Education Department
RDG 3339.010 – Reading in the Middle School Classroom
Course Syllabus – SPRING 2018

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Office: CARR 121

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Office Hours:  Mon: 10:30-11:30 a.m.; 3:30-5:00 p.m.
              Tues: 12:30-1:30 pm; 3:30-5:00 p.m.
              Wed: 3:30-4:15 p.m.
              Thurs: 12:30-1:30 pm; 3:30-5:30 p.m.
              Fri: By appointment

RDG 3339   Reading in the Middle School Classroom

Day, Time & Location of Course   TR 2:00-3:15 p.m., CARR EFA Rm 191

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.

Methods of Instruction: Hybrid Course
Lecture, direct instruction; readings; small group discussions, whole group discussions; small group activities; developing the skills of designing and writing lesson plans/unit plans; using technology to support instruction/planning; some observations in local elementary schools.

Materials Required

TASKSTREAM ACCOUNT


Materials Needed

Course 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.
Candidates must access BLACKBOARD for electronic posting of syllabus, assignments, announcements, grading information, PowerPoints, etc. Candidates are to download these documents and bring the copies to class. Contact the ASU Help Desk at 325-942-2911 to learn about BLACKBOARD and accessing it. Do this before the second day of class.
Candidates are expected to:
• attend class
• complete reading assignments prior to class
• participate in class activities/discussions
• take tests/exams as scheduled
• complete all assignments and projects
• attend school guided reading sessions

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 to analyze and critically evaluate ideas, arguments, and points of view
• Developing specific skills, competencies, points of view needed by professional educators.

LEARNING OUTCOMES
The following chart lists the learning outcomes for this course. Learning outcomes are based on TEA, InTASC, ISTE, and the ASU Learning Goals. More information for each of these can be found at the Internet links listed below the chart.

Social Responsibility Goals:
By the end of this course the candidate will:
Demonstrate effective engagement in the community and intercultural competence.

<table>
<thead>
<tr>
<th>Texas Educator Standards – English Language Arts</th>
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<tbody>
<tr>
<td><strong>Standard I. Oral Language:</strong> Teachers of young students understand the importance of oral language, know the developmental process of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills. 1.1k, 1.3k, 1.4k, 1.5k, 1.7k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.9s</td>
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<tr>
<td><strong>Standard II. Phonological and Phonemic Awareness:</strong> Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language. 2.1k, 2.2k, 2.3k, 2.1s, 2.2s, 2.3s, 2.5s</td>
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<td><strong>Standard III. Alphabetic Principle:</strong> Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways. 3.1k, 3.2k, 3.3k, 3.4k, 3.1s, 3.2s, 3.3s</td>
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<td><strong>Standard IV. Literacy Development and Practice:</strong> 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. 4.1k, 4.2k, 4.3k, 4.4k, 4.5k, 4.6k, 4.9k, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.8s, 4.9s</td>
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<tr>
<td><strong>Standard V. Word Analysis and Decoding:</strong> Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding</td>
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abilities. 5.1k, 5.2k, 5.3k, 5.4k, 5.5k, 5.6k, 5.7k, 5.8k, 5.9k, 5.1s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s

**Standard VI. Reading Fluency:** Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency. 6.1k, 6.2k, 6.3k, 6.4k, 6.5k, 6.6k, 6.7k, 6.1s, 6.2s, 6.3s

**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. 7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.7k, 7.8k, 7.10k, 7.12k, 7.13k, 7.16k, 7.18k, 7.19k, 7.23k, 7.2s, 7.3s, 7.6s, 7.8s, 7.11s

**Standard VIII. Development of Written Communication:** Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication. 8.1k, 8.6k, 8.7k, 8.1s, 8.2s

**Standard IX. Writing Conventions:** Teachers understand how young students use writing conventions and how to help students develop those conventions. 9.1k, 9.2k, 9.3k, 9.7k, 9.2s, 9.4s, 9.5s

**Standard X. Assessment and Instruction of Developing Literacy:** Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students. 10.1k, 10.2k, 10.4k, 10.6k, 10.2s

Texas Educator Standards – English as a Second Language

**Standard I:** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language. 1.1k, 1.2k, 1.3k, 1.4k, 1.1s, 1.3s, 1.4s

**Angelo State University Learning Goals**

1. **LIBERAL KNOWLEDGE AND SKILLS OF INQUIRY, CRITICAL THINKING, AND SYNTHESIS:** Students will acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage. Students will develop their abilities to practice higher-level critical thinking.

2. **CORE SKILLS:** Students will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technological fluency.

3. **SPECIALIZED KNOWLEDGE:** Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school

4. **SOCIAL RESPONSIBILITY:** Students will understand their responsibility as citizens in a complex, changing society.

5. **CULTURAL IDENTITY:** Students will gain insight into the ways cultural identities and experiences shape individual perspectives of the world.

**InTASC Standards**

**Standard #1: Learner Development**

Standard 1b: The candidate creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

**Standard #2: Learning Differences**

Standard 2c: The candidate designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

Standard 2e: The candidate incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

**Standard #6: Assessment**

Standard 6n: The candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

**Standard #7: Planning for Instruction**

Standard 7a: The candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners

Standard 7g: The candidate understands content and content standards and how these are organized in the curriculum.
Standard 7k: The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

Standard 7n: The candidate respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.

**Standard #8: Instructional Strategies**

Standard 8h: The candidate uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.

Standard 8i: The candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Standard 8m: The candidate understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

**ISTE Teacher Technology Standards**

1. Facilitate and inspire student learning and creativity
2. Design and develop digital age learning experiences and assessments
3. Model digital age work and learning

**TExES Competencies – 4th-8th Generalist/ELAR**

**DOMAIN I – English Language Arts & Reading:**

- Standard I: Oral Language – Teachers of students in grades 4-8 understand the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for students to develop listening and speaking skills.

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

- Standard III: Word Analysis 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 V: Written Language – Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.

- 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 I various media and to provide students with opportunities to develop skills in this area.

- Standard VIII: Assessment of Developing Literacy – teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

**Angelo State University Undergraduate Learning Goals**

http://www.angelo.edu/dept/aaffairs/documents/LEARNING%20GOALS%20as%20of%2027-09.pdf

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

**InTASC STANDARDS: Included in this course are:**

- Standard #1: Learner Development – 1b, 1g, 1h
- Standard #2: Learning Differences – 2c, 2e, 2i, 2l, 2o
- Standard #4: Content Knowledge – 4b, 4e, 4g, 4h, 4k, 4l
- Standard #5: Application of Content – 5b, 5c, 5h, 5j, 5m, 5n, 5o, 5r
- Standard #6: Assessment – 6d, 6e, 6j, 6n, 6r, 6t, 6u
- Standard #7: Planning for Instruction – 7a, 7c, 7g, 7h, 7k, 7n, 7q
- Standard #8: Instructional Strategies – 8a, 8d, 8g, 8f, 8h, 8i, 8m, 8o, 8p, 8q, 8s
- Standard #9: Professional Learning & Ethical Practice – 9f, 9h, 9I, 9o
- Standard #10: Leadership & Collaboration – 10l, 10o

http://www.angelo.edu/content/files/22151-intascmodelcoreteachingstandards2011pdf
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.

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
<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>100</td>
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<tr>
<td>Discussion Boards</td>
<td>100</td>
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<tr>
<td>Exams (3)</td>
<td>300</td>
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<tr>
<td>Guided Reading Observation</td>
<td>50</td>
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<tr>
<td>Homework</td>
<td>120</td>
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<tr>
<td>Book Projects</td>
<td>130</td>
</tr>
<tr>
<td>Literature Circles/Presentation</td>
<td>70</td>
</tr>
<tr>
<td>Literacy Kit</td>
<td>80</td>
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<tr>
<td>Reflections (2)</td>
<td>50</td>
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Total 1000 pts

*** Please note: A passing grade in “required courses” is C or better; D is not passing.

1. **Attendance/Participation – 100 points (see Attendance Policy below).** In addition to points for  
   attendance, points will be awarded for your participation in partner, small group, and whole  
   class activities. This includes being prepared (advance reading) and bringing necessary  
   materials (textbook, etc.).

2. **Book Projects (2) (65 pts each = 130 pts) –**
   a. **Picture Book Project** – Candidates will select a picture book published in the last five  
      years -- appropriate to middle school instruction -- and develop an action plan to utilize  
      the book in a middle-school reading/literature classroom. The picture book may be a  
      stand-alone book on a language arts topic or part of a larger unit of study. The action  
      plan will be based on the following elements: complete citations (APA style), synopsis,  
      activity suggestions, cross-curricular connections, and suggested text set.
   b. **Adolescent Book Project** – From a juvenile fiction books collection, 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. Candidates will also participate in a Character Lunch.

3. Discussion Board – 100 points - Assignment directions & rubric will be provided.

4. Exams – 3 (300 points) – Multiple-choice, short answer, and essay. (#1 & #2 ONLINE)


6. Homework & Extension Activities – 120 points – Variety of online and written assignments.

7. Literature Circles/Presentation – 70 points - Assignment directions & rubric will be provided.

8. Literacy Kit – 80 points – Folders w/activities for 10 strategies/concepts.


Attendance Policy
Candidates are to adhere to ASU policy OP 10.04 and Unit policy. 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 absences before any loss of attendance points. Each absence after the 2nd absence results in 5 points off your Attendance Grade (50 pts total). It is appreciated that you notify the instructor (by voice message or email) if/when you have to be absent.

ALSO – please bring necessary materials for in-class activities and discussions.

IF you miss 0-1 days of class, 3 points will BE ADDED to your final average

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

ASU OP 10.15 Providing Accommodations for Students with Disabilities
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
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.

Other Items Web Sites
www.apa.org American Psychological Association
http://blackboard.angelo.edu/ Blackboard access at Angelo State University
**TENTATIVE SCHEDULE**

*(may be adjusted by professor as needed)*

| Week 1 | Jan 16 | Introduction to course; effective reading teachers; balanced literacy; middle grade students & search for identity  
Assignment: Interest Inventory; Discussion Board/Myths |
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<tbody>
<tr>
<td>Jan 18</td>
<td></td>
<td>Stages of literacy development; learning skills &amp; strategies; Cambourne’s Conditions of Literacy Learning; modes of reading/forms of instruction</td>
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</table>
| Week 2 | Jan 23 | **Field Trip to Stephens Central Library**; Assignments: Author Study & Reflection on Library Field Trip  
Jan 25 | ONLINE Assignment: IRIS Modules |
| Week 3 | Jan 30 & Feb 1 | Strategies for constructing meaning; beginning literacy; mini-lessons; the reading process  
Assignments: Phonemic Awareness Article/Reflection; Literacy Kits |
| Week 4 | Feb 6 & 8 | Activating prior knowledge; developing concepts; components & format for lesson plans  
Assignment: Mini-lesson on Oral/Written Conventions |
| Week 5 | Feb 13 | Phonics/phonological awareness; teaching strategies  
Assignments: Journal Article/Phonics; Reading Horizons  
Review for Exam #1 (online – due by end of week)  
Feb 15 | Technology/Guest Speaker Presentation |
Week 6  Feb 20 & 22  Explicit modeling/think-alouds; reciprocal teaching; introduction to literature circles

Week 7  Feb 27 & Mar 1  Decoding, vocabulary, meaning; selecting words to teach; word maps; responding to reading; literature circles  
Assignment: Picture-book project

Week 8  Mar 6  Literature Circles; reader’s theater

Mar 8  Guest Speaker: Dyslexia

Mar 12-18  SPRING BREAK! ENJOY😊😊

Week 9  Mar 20 & 22  Literature Circles; reading/writing workshop  
Assignment: Adolescent-book project

Week 10  Mar 27 & 29  Literature Circles; more vocabulary; analogies; comprehension  
Assignment: Lit Circle Presentations (Group)

Week 11  Apr 3  Literature Circles – Presentations  
Review for Exam #2 (online – due by end of week)

Apr 5  Guest Speaker: ELL/ELPS

Week 12  Apr 10 & 12  Writing and construction meaning; shared reading components; read-alouds  
Assignment: Shared reading/read-aloud lesson plan (poetry)

Week 13  Apr 17 & 19  Differentiating instruction; author’s chair

Week 14  Apr 24 & 26  Shared reading/read-aloud presentations;

Week 15  May 1 & 3  Literacy Kits due; Review for final exam

Week 16  May 8  FINAL EXAM – 1:00-3:00 pm