Office Hours: Mon: 11:00 am – 12:30 pm; 4:00-5:30 p.m.
Tues: 4:00-5:30 p.m.
Wed: 11:00 am – 12:30 pm; 4:00-5:30 pm.
Thurs: 4:00-5:30 p.m.
Others: By appointment

RDG 3332 - Content Area Reading

Day, Time & Location of Course:
RDG 3332.010 MTWR, 2:00 – 3:45 pm, CARR EFA Rm 128

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, projects, 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 evaluation, group inquiry, integrated content unit
Glossary/Vocabulary by Standard(digital)

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

<table>
<thead>
<tr>
<th>Goals, Competencies &amp; Standards</th>
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<tbody>
<tr>
<td><strong>ASU Undergraduate Learning Goals</strong></td>
</tr>
<tr>
<td>1. Liberal knowledge and skills of inquiry, critical thinking, and synthesis</td>
</tr>
<tr>
<td>2. Core skills</td>
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<tr>
<td>3. Specialized knowledge</td>
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<tr>
<td>4. Social responsibility</td>
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<tr>
<td>5. Cultural Identity</td>
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</tbody>
</table>

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.
Angelo State University Undergraduate Learning Goals

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

InTASC STANDARDS:
http://www.angelo.edu/content/files/22151intascmodelcore
  teachingstandards2011pdf

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! Errors of 5 or more will result in a minimum of 5 points off grade for that assignment.
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.

Angelo State University Undergraduate Learning Goals

TExES 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.
Assignments:

1. **Content Literature Component (100 pts):**
Candidates are expected to read children’s and adolescent books relating to science, social studies, math, health, the fine arts (art, dance, music), and English/language arts— at various reading levels (EC-8). Students will meet in Discussion Groups during class to discuss the books read in a specific content area. Each content area requires a 5A checklist.

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 tradebooks (children’s/adolescent literature). From this plan, the candidate will select ONE lesson to prepare in a totally scripted manner.

4. **Group Project (Inquiry/Research Lesson) 50 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. **Glossary/Vocabulary - (80 pts):** According to the strategies covered in RDG 3332, you will prepare a digital Glossary/Vocabulary by Standard, and locate EC-6/4-8 TEKs that apply.

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.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Scale</th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>100</td>
<td>A = 900 – 1000</td>
</tr>
<tr>
<td>Content Literature</td>
<td>100</td>
<td>B = 800 – 899</td>
</tr>
<tr>
<td>Unit Plan &amp; Lsn</td>
<td>100</td>
<td>C = 700 – 799</td>
</tr>
<tr>
<td>Inquiry/Research</td>
<td>50</td>
<td>D = 600 – 699</td>
</tr>
<tr>
<td>Glossary/Vocabulary</td>
<td>80</td>
<td>F = 0 – 500</td>
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<tr>
<td>Lsn Plans (2)</td>
<td>50</td>
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<tr>
<td>Exams</td>
<td>300</td>
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<tr>
<td>Homework/DiscBrd</td>
<td>220</td>
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<tr>
<td><strong>Total</strong></td>
<td>1000</td>
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</table>
**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 **15 points off** of Attendance Points. TARDINESS affects class attendance – if you arrive late 3 times, that will be counted as an absence.

**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.

Specific conditions for courses taught in the Department for Teacher Education:  At the first incident of plagiarism, the student will receive a zero (0) for the plagiarized assignment while this infraction will be noted on the student's records. Should there be a second occurrence of plagiarism, the student will receive a final grade of “F” for the course and another infraction report will be added to the student's permanent records.  **Please see below for further guidance on Plagiarism.**

**Plagiarism**
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action of taking someone else’s work, idea, etc., and passing it off as one’s own. **Plagiarism is a literary theft.** Since you will be evaluated using the ASU Department of Teacher Education – Candidate Professional Dispositions (a copy will be provided to you), please note the specifics under the “Ethics” section, which references the Code of Ethics for Texas Teacher Educators.
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 American Psychological Association
http://blackboard.angelo.edu/ Blackboard access at ASU
www.tea.state.tx.us Texas Education Agency

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

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

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

TENTATIVE SCHEDULE

WEEK 1
June 3rd Introduction to course/syllabus/requirements & expectations
First 2 assignments: Article Reflection & Reading Genres
June 4th Chapters 1 & 2 – Literacy & Learning/New Literacies
Assignment: IRIS Modules
June 5th Chap 6 – Prior Knowledge; & Chap 11 – Tradebooks; Review TEKs for Content Areas
Assignment: 5A Checklist for Science
Reflection/Prof Article/Science
June 6th Meet at Tom Green County Library (2:10 – 3:30 pm)
Assignment: Reflection on Field Trip to Library
June 7th WORKDAY

WEEK 2
June 10th Tradebooks/Discussion: Bring your 5 science books for discussion; have your 5A checklist in your notebook.
Chapters 4 & 7 – Guiding Comprehension
Assignments: 5A Checklist for Social Studies & Textbook Evaluation
June 11th Meet at ASU Library/ILC for Class
June 12th Chapters 5 & 8 (Lsn Planning, Vocabulary & Concepts)
Bloom’s Taxonomy (writing lesson objectives)
ELPS & lesson planning (before, during, after)
Assignment: Inquiry Project (Group)
June 13th  
Tradebooks/Discussion: Bring in your 5 social studies books for discussion; have your 5A checklist in your notebook  
Chapter 9 – Writing Across the Curriculum  
Assignments: 5A Checklist for Math

June 14th  
WORKDAY – Exam #1

WEEK 3
June 17th  
ONLINE Assignment
June 18th  
ONLINE Assignment
June 19th  
Meet at Dunbar Library – 2:10 – 3:30 pm  
Assignments: Annotated Bibliography/Fine Arts  
Reflection on Field Trip to Dunbar
June 20  
Guest Speaker/Technology (Chromebooks & Apps)  
Tradebook/Literature Discussion: Math  
Assignments: Read-Aloud Lesson Plan  
Annotated Bibliography -- ELAR
June 21st  
WORKDAY

WEEK 4
June 24th  
PRESENTATIONS: Inquiry Projects  
Chapter 10 – Studying Text (Writing Summaries & Taking Notes)
June 25th  
Review strategies for comprehension & vocabulary
June 26th  
Read-Aloud Lesson Sharing  
Tradebook/Literature Discussion: Fine Arts
June 27th  
Tradebook/Literature Discussion: ELAR
June 28th  
WORKDAY - Exam #2

WEEK 5
July 1st  
Presentations of Integrated Units
July 2nd  
Presentations of Integrated Units
July 3rd  
FINAL EXAM: 2:45 – 4:45 pm