RDG 3332– Content Area Reading
Course Syllabus – Fall 2019

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Cell: You may text me at 325-277-4031

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
Group Interaction/Projects; Research Articles/Assignments; Lecture

Materials Required

**Composition Notebook
Assignments/Evaluation:

1. Content Knowledge Assignments: 200 points
   - Traits of Effective Teachers
   - Effective Teaching Strategies
   - Diverse Learners
   - Vocabulary Instruction
   - Weaving Reading and Writing Across the Curriculum

2. Application Assignments: 400 points
   - Integrating reading in Social Studies
   - Integrating reading in Science
   - Integrating content in Reading
   - Integrating reading in Mathematics

3. Synthesis of Learning: 200 points
   - Integrated Unit of Study

4. Final: 100 points

5. Notebook: 100 points

TOTAL: 1000 pts.

Grading (in Teacher Education, a grade below a C is not acceptable and is considered an F):

- 900 - 1000 points = A
- 899 – 800 points = B
- 799 – 700 points = C
- 699 – 600 points = D
- 599 points or below = F
TENTATIVE SCHEDULE
(Reading assignments refer to the Vacca textbook)

WEEK 1  Traits of Effective Teachers
Chapter 1: Literacy Matters. Chapter 2: New Literacies

WEEK 2/3  Reading Strategies that Work
Chapter 6: Activating Prior Knowledge.
Chapter 7: Comprehension

WEEK 4  Culturally Responsive Teaching
Chapter 3: Diverse Learners

WEEK 5  Vocabulary Instruction
Chapter 8: Vocabulary

WEEK 6  Integrating Reading and Writing
Chapter 9: Writing

WEEK 7/8  Integrating Reading into Social Studies

WEEK 9  Integrating Reading into Science
Chapter 10

WEEK 10  Integrating Content into Reading
Chapter 11

WEEK 11/12 Integrating Content into Math

WEEK 13/14 Unit of Study

WEEK 15  Final

LEARNING OUTCOMES:
Assignments to Assess Goals, Competencies & Standards

<table>
<thead>
<tr>
<th>ASU Undergraduate Learning Goals</th>
<th>TESTS</th>
<th>GROUP Project</th>
<th>Lesson/Unit</th>
<th>Reading strategies Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Liberal knowledge and skills of inquiry, critical thinking, and synthesis</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>2. Core skills</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>3. Specialized knowledge</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>4. Social responsibility</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>5. Cultural Identity</td>
<td></td>
<td>X</td>
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</table>

TExES Competencies – EC-6
**DOMAIN I – English Language Arts & Reading:**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>I: Oral Language</td>
<td>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.</td>
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<tr>
<td>IV: Literacy Development and Practice</td>
<td>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.</td>
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<tr>
<td>VI: Reading Fluency</td>
<td>Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.</td>
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<tr>
<td>VII: Reading Comprehension</td>
<td>Teachers understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension.</td>
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<tr>
<td>XI: Research and Inquiry Skills</td>
<td>Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.</td>
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<tr>
<td>XII: Viewing and Representing</td>
<td>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.</td>
<td>X</td>
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</tbody>
</table>

**TExES Competencies – 4th-8th**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>TESTS</th>
<th>GROUP</th>
<th>Lesson/Unit</th>
<th>Reading strategies Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>I – Oral Language</td>
<td>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.</td>
<td>X</td>
<td>X</td>
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<tr>
<td>III – Word Analysis Skills and Reading Fluency</td>
<td>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.</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>IV: Reading Comprehension</td>
<td>Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>VI: Study and Inquiry Skills</td>
<td>Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.</td>
<td>X</td>
<td>X</td>
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<tr>
<td>VII: Viewing and Representing</td>
<td>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.</td>
<td>X</td>
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**InTASC Standards**

<table>
<thead>
<tr>
<th>Standard #1: Learner Development (TTPS: 1.2, 2.1, 2.2, 2.3, 4.1)</th>
<th>TESTS</th>
<th>GROUP</th>
<th>Lesson/Unit</th>
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</thead>
<tbody>
<tr>
<td>Standard 1a:</td>
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<td>X</td>
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<td>Standard 1b:</td>
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<td>Standard 1d:</td>
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<td>Standard 1e:</td>
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<td>Standard 1i:</td>
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<tr>
<th>Standard #2: Learning Differences (TTPS: 1.3, 2.1, 2.2, 2.3, 4.1)</th>
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<tbody>
<tr>
<td>Standard 2g:</td>
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<td>X</td>
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<td>Standard 2h:</td>
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<td>Standard 2j:</td>
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<thead>
<tr>
<th>Standard 3: Learning Environments (TTPS: 1.3, 1.4, 1.6, 2.3, 4.1, 4.2, 4.3, 4.4)</th>
<th>TESTS</th>
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<tbody>
<tr>
<td>Standard 3o:</td>
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<tr>
<th>Standard 4: Content Knowledge (TTPS: 1.2, 1.5, 1.6, 3.1, 3.2, 3.3, 5.2)</th>
<th>TESTS</th>
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<tbody>
<tr>
<td>Standard 4g:</td>
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<thead>
<tr>
<th>Standard 7: Planning for Instruction (TTPS: 1.1, 1.2, 1.3, 5.1, 5.3, 5.4)</th>
<th>TESTS</th>
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<tbody>
<tr>
<td>Standard 7a:</td>
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<td>Standard 7b:</td>
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<td>Standard 7c:</td>
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<td>Standard 7g:</td>
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<td>Standard 7h:</td>
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<td>Standard 7j:</td>
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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/22151-intascmodelcoreteachingstandards2011pdf

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 and tests

Attendance Policy:
As a developing teacher, your ability to demonstrate a positive and professional disposition toward your peers, assignments, and the instructor is essential. Students are expected to be in class on time and to attend each scheduled class. There are two excused absences for the semester that allow for occasions such as illness, bad weather, funeral attendance, and other such personal events. After two absences, 10 points will be deducted from final points total for each additional absence. Before each class session, check Blackboard and print out and bring any documents needed for class.
- Student must access BLACKBOARD for electronic posting of syllabus, assignments, announcements, grading information, etc. Students are to download requested documents and bring the copies to class. Contact the ASU Help Desk at 325-942-2911 to learn about BLACKBOARD and accessing it. All written assignments must be typed.

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
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!

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

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

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Teacher education candidates are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the *Student Handbook*. Students who do not choose to follow the academic honesty code, especially as it relates to plagiarism, risk being removed from the class. ([www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf](http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf))

**Specific conditions for courses taught in the Department for Teacher Education:** At the first incident of plagiarism, the student will receive a zero for the plagiarized assignment. Should there be a second occurrence of plagiarism, the student will receive an **F** for the course and the infraction will be noted on the student's permanent records.

Cell Phone Policy:

Cell phones usage will not be allowed during this class. All cell phones need to be turned-off during class time and placed away in a backpack, purse, or bag. If you are expecting a call about a sick child or relative, please let your professor know so that an accommodation can be made. A warning will be given for a first offense, subsequent offenses will result in a reduction of participation points.
Other Items

Web Sites

http://blackboard.angelo.edu/  Blackboard access at Angelo State University

www.tea.state.tx.us  Texas Education Agency

www.sbec.state.tx.us  State Board for Educator Certification (Texas)

www.apa.org  American Psychological Association

http://texas.ets.org/assessts/pdf/testprep_manuals/  TExES preparation manuals and lists of competencies for state testing

http://www.taskstream.com  To obtain a TaskStream account

Other Items:  Web Sites

www.apa.org  American Psychological Association

http://blackboard.angelo.edu/  Blackboard access at Angelo State University

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

State Board for Educator Certification (Texas)

TExES 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